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ABSTRACT

Materials for the fifth year of the Wisconsin Families in Education program are included in this document. These materials are intended to help schools to organize more parent and community involvement programs. The material is organized into five packets. The first packet, the introductory packet, contains a discussion of the themes for the year, instructions on using the packets, and a sample information release. The theme of the second packet, targeted to the first quarter, is transitions. Topics include barriers to successful outreach to parents of diverse populations, motivating children, and talking with preteens about sexuality. The theme of the third packet, targeted to the second quarter, is schools and communities: partners for a strong America. Topics include building community patnerships, linking the generations, reaching the community through the magic of theatre, and suggested activities for American Education week. The theme of the fourth packet, targeted to the third quarter, is healthy family lifestyles. Topics include what schools and families can do about alcohol and drug abuse, reaching out to troubled students, and the prevention of domestic violence. The theme of the fifth packet, targeted to the fourth quarter, is taking care of the planet. Topics include organizing an environmental education workshop for parents, home recycling survey, and family homework activities in environmental education. (ABL)

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# Families in Education

## Visions for the Future

CG 024 050

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Wisconsin Department of Public Instruction DPI Herbert J. Grover, State Superintendent

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Families in Education

## Table of Contents

# Introductory Packet

**Welcome Letter**
State Superintendent Herbert J. Grover welcomes all participants to the fifth year of the Families in Education program.

**The Themes**
The theme for this year is "Visions for the Future," with a special emphasis on preparing our children to tackle the challenges of the twenty-first century. The quarterly themes for the Families in Education packets for 1991-92 are introduced.

**Using the Packets**
The most successful family involvement programs begin with strong leadership and support from school administrators. This article addresses the many ways that administrators can assist school faculty and staff to reach out to families.

**Start the Year With a Folk Art Fair**
The theme for American Education Week this year is "Schools and Communities: Partners for a Strong America." A community art fair is a wonderful way to bring the school and community closer together.

**Society in Transition: Redefining Literacy**
In today's changing world, literacy is essential; but the concept of literacy means more now than just reading and writing. Jacque Karbon, the DPI's reading consultant, discusses literacy in contemporary society.

**Sample Information Release**
This press release will let the community know about your school's intention to continue the Families in Education program by announcing your first family/community activity of the year.

**Logo Page**
This page of reproducible logos is included for use as clip art in your school or PTA/PTO newsletters and handouts.

Bulletin No. 92054

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State of Wisconsin
Department of Public Instruction
125 South Webster Street, Madison, WI 53702 (608) 266-3390

Herbert J. Grover
State Superintendent

Mailing Address:
P. O. Box 7841
Madison, WI 53707-7841

August 1991

Dear Families in Education Coordinator:

Welcome to the fifth year of the Families in Education Program.

As we prepare for the advent of the year 2000, the success of our children will depend on their ability to respond to the unique challenges of the 21st century. Educators, families, and community members can play important roles in guiding children to take their places as the informed and productive citizens of tomorrow.

This year's Families in Education theme, "Visions for the Future," focuses on this imperative. Demographic and other changes in our society have made the connection between school and home more fragile. Yet strengthening the ties among schools, families, and communities is critical in helping all children achieve their fullest potential. The materials in this year's resource packets are intended to assist educators establish effective interactive communication with family and community members in an increasingly complex society.

As in previous years, the packets are designed to encourage replication and distribution of the information. Please adapt the materials contained in the packets to the unique needs of your school or school district. We hope that the information is useful to all those involved in the quest to unite schools and families for the future success and happiness of all our children.

Sincerely,

Herbert J Grover

Herbert J. Grover
State Superintendent

# Visions for the Future

*First Quarter*

## Transitions

*Second Quarter*

## Schools and Communities: Partners for a Strong America

*Third Quarter*

## Healthy Family Lifestyles

*Fourth Quarter*

## Taking Care of Our Planet

# How to Use These Packets

The Families in Education packets are published on a quarterly basis. Each public school district administrator will receive one copy of each packet; if a Families in Education coordinator has been designated, the coordinator will receive the packets. Private schools will receive the packets via their diocese, synod, or association offices. School district personnel and Families in Education coordinators are encouraged to duplicate and disseminate the packets to as wide a population as possible within their school communities.

## *Administrative Leadership*

Good communication policies start at the top. The strong commitment of school and school district administrators to family involvement in education is essential to the success of family/community outreach efforts.

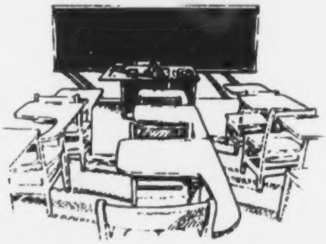
Changes in the economy and in societal and family structures have made it more difficult for schools to establish and maintain contact with family members. But schools need to adapt to the realities of contemporary society and find ways to make communication with families and community members a part of the daily routine.

Research has shown that family involvement in education has a significant impact on children's school achievement and on school climate. Successful administrators support nonthreatening, interactive communication between schools and parents as well as between schools and the business community, senior citizens, and all others with an interest in the education of schoolchildren. With encouragement and leadership from their administrators, teachers can facilitate and foster relationships of mutual respect and cooperation with families. Such relationships are essential to providing children with a strong base of support through their formative years.

Administrators can assist teachers in working with families by doing a few simple things—encouraging them to communicate frequently and positively with their students' families, responding to parents in a constructive and friendly manner, recognizing children's accomplishments with notes or phone calls to the home, using community resource people for visits and talks in the school, and so on. An administrator's philosophy will inevitably affect the atmosphere of the entire school or school district, and can go a long way toward making schools warm, friendly, creative, and welcoming places where children learn and are loved.

The Families in Education packets for the 1991-92 school year address contemporary issues in family involvement, including changes in American society and in the make-up of the family as well as the need to recognize the role of the larger community in education. The packets contain short articles for educators, reproducible handouts and surveys, suggested classroom activities, tips for parents, and media materials.

The information in these packets can only be of use when it is made available to all those who might benefit from it. Those receiving the packets should try to ensure that they are accessible to teachers, parents, school staff, and others, by way of newsletters, bulletins, memoranda, or other channels of communication. By sharing knowledge and resources, family involvement programs can be strengthened and enriched, for the betterment of all children.



# Start the Year with a Folk Art Fair

To kick off the school year, the school and community could join forces to organize a folk art fair—a wonderful way to celebrate the heritage, culture, and unique features of your region. At folk art fairs, area residents are invited into the school to demonstrate the special talents or hobbies that showcase old and new skills and art forms—like quilting, whittling, jewelry-making, or playing an unusual musical instrument.

Folk art fairs bridge the gaps between generations as people of all ages share the joys of mastering a skill and thus creating something of lasting value. Students are given the chance to learn about crafts and techniques that may no longer be practiced, and to experience some of the challenges of life in a bygone era. They also may learn about modern arts and crafts they have not previously encountered.

## *Planning the Fair*

1. Launch the idea. Contact a local service organization or senior citizens' association and explain the idea of the fair. For example, the Retired Senior Volunteers Program in Madison regularly assists schools to set up folk art fairs.

2. Hold a planning meeting. The school principal, PTA/PTO members, parents and other family members, student representatives, and members of the collaborating service organization or senior citizens' association should be present. Discuss the purpose of the fair, expenses, and the responsibilities of all involved parties. Set a date for the fair.

A tour of the school auditorium or gym might be helpful to determine the size limitations of the fair. The locations of kitchen facilites, restrooms, loading areas, and parking should also be noted.

3. Contact volunteers to demonstrate arts/crafts at the fair. This may be done by telephone. The number of people participating in the fair should be appropriate to the available space and the desired size of the fair. People from the immediate area of the school should be contacted first to help build a positive feeling of closeness between the school and the community. The name, address, telephone number, and art/craft demonstration of each participant should be noted.

4. Publicize the fair. You may want to limit your audience to students and their families. On the other hand, you may want to make it a community event. In either case, make sure that specific information is disseminated to your targeted public well ahead of the event. You may want to work with the local news media, put up posters around the school or around town, include a notice in the school newsletter, or send fliers home with students.

5. Hold a second planning meeting a week or two before the fair. The original members of the planning committee should be present. Last-minute details can be finalized at this meeting. The responsibilities of all parties should be gone over to make sure everything has been done.

6. Mail letters to all participants. The letters should include information such as the time, date, and location of the fair, loading areas, directions or a map on how to get to the school, transportation information, and names and telephone numbers of fair organizers.

7. Arrange for transportation. Rides should be organized for those persons who are unable to provide their own transportation. Car pooling should be encouraged.

8. Set up the gym/auditorium the day before the fair. The school is generally responsible for setting up tables and chairs. The tables are arranged around the perimeter of the gym with the chairs behind them. Signs are put up denoting each demonstration. Colorful decorations may be put up to create a festive atmosphere.

## *On the Day of the Fair*

9. Parent volunteers, students, school staff, and members of the collaborating organization help the arriving demonstrators to carry their materials inside and set up their booths.

10. Students and their families and/or the general public are invited in to view the various demonstrations and talk with the participants.

## *After the Event*

11. Volunteers help to clean up after the fair. Signs and decorations are taken down, and the participants are helped to carry their materials to their cars. The gym is cleared of tables and chairs.

12. The school is provided with a list of the volunteers' and participants' names and addresses so that students can write thank-you notes to them.

13. A folk art fair evaluation form is given to the school principal, the parent representatives, and the presidents of the collaborating organizations to gain feedback about the fair.

# Society in Transition: Redefining Literacy

On April 18, 1991, President Bush announced his "America 2000" plan to improve education. One of the six national education goals to be achieved by the year 2000 is that every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

But what, exactly, will this entail? The degree of literacy considered adequate to function successfully in society today has changed from literacy demands of past generations. Previously, only a small percentage of the population was literate. During the industrial era, more people reached levels of literacy that required the ability to carry out small, discrete tasks and understand specific information. Nowadays, modern technology requires that more people be able to use reading and writing skills not only to gain or provide information, but to solve problems.

Research shows that, in general, students appear to have great difficulty with tasks that ask them to explain or elaborate on what they have read, and less difficulty with questions asking about overall meaning or specific details. This indicates that students have difficulty with reading that requires inferencing and reasoning. In a society that demands reading beyond the rudimentary levels, it's important that more students are helped to achieve higher levels of proficiency.

Literacy is a complex problem that is interwined with numerous societal issues. These include poverty, unemployment, health care, homelessness, drug abuse, and violence. We must also confront the difficult issues raised by J. Elspeth Stuckey in *The Violence of Literacy* and explore questions such as who is helped to become literate, who is perceived as literate, and who is hurt by current policies. All of these issues must be addressed simultaneously.

As a society, we cannot afford to waste our most valuable resource, the human potential that maintains and improves our culture. There are many things that we can do, as educators, as business leaders, and as family members, including

- working for political policy that reflects the urgency, complexity, and magnitude of the task of achieving the goal of literacy for every adult. Current strategies fall considerably short of the effort needed.
- commitment to providing day care and learning readiness programs for young children. We know that programs like Head Start benefit society in both human and economic terms.
- creating or expanding parent involvement efforts in the schools to encourage parents to participate in their children's literacy education. Parents and other family members can stimulate the development of children's literacy skills by reading to them, providing them with a variety of reading materials, taking them to libraries, and encouraging them to communicate in writing.
- supporting programs like the National Center for Family Literacy, which hopes to break the cycle of illiteracy through intergenerational programs that work with both parents and children. Support from business leaders is key to the success of such initatives. Recently, the Toyota Families for Literacy project contributed $2 million to the NCFL. Similarly, Eugene Lang's "I Have a Dream" program, started in 1981, helps finance the higher education of students who would otherwide be unable to pursue their education. Programs like these provide excellent models for others to follow.

As a nation, we have worked for generations toward the goal of increasing literacy. Obviously, we won't reach the goal of literacy for every adult by the end of the decade. Nevertheless, the goal helps call attention to this important issue. By working together, we can make a difference in moving toward a wholly literate society.

*Jacqueline Karbon, Supervisor, Reading Education, Wisconsin Department of Public Instruction.*

# Sample Information Release

(Adapt to your needs and retype on district letterhead)

*School District to Promote Family Involvement in Education*

A statewide program to encourage family involvement in education will continue for its fifth year during the 1991-92 school year, said State Superintendent Herbert J. Grover.

Grover, who strongly encourages parents, family members, and communities to join with schools in the education of children, announced quarterly topics that relate to the general theme, "Visions for the Future."

The four themes develop the ideas of life transitions, home-school-community partnerships, healthy family lifestyles, and environmental awareness.

The (district name) School District will continue to participate in the program, said (name of district administrator), with a number of activities and events for families and community members.

"Today's society is in transition. We are in the last decade of the 20th century, and we need to focus on the changes that children, families, and communities are undergoing in order to provide all our children with the quality of education they will need to become productive citizens of the future," said (administrator's last name). "We need to join forces with families and communities for the benefit of all our children."

One of the first events scheduled to bring families, communities, and schools together will be a (folk art fair/community picnic/school open house/other. Mention date, time, details, and contact person for the event).

# "Visions for the Future"

FAMILIES IN EDUCATION
"Visions for the Future"

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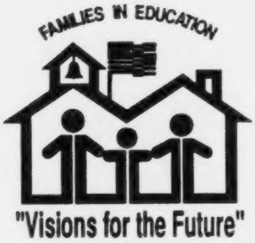
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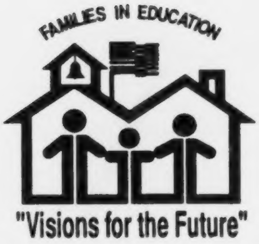
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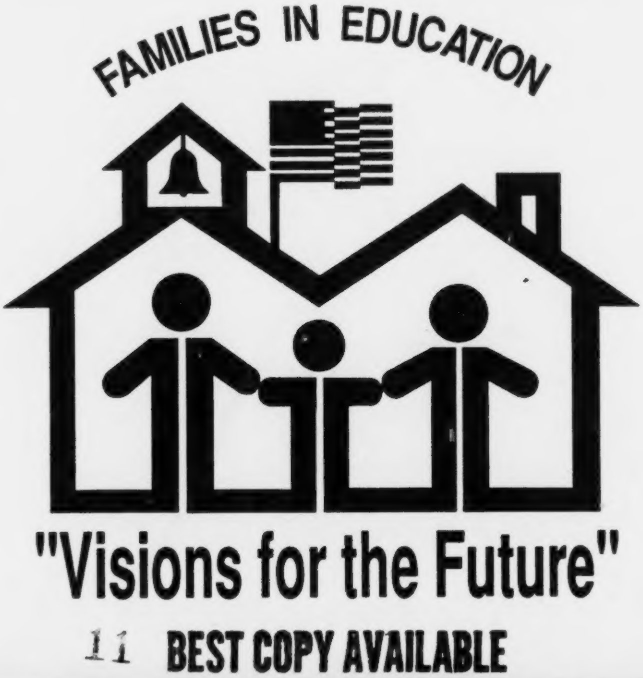
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"Visions for the Future"

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Families in Education

## Table of Contents

## First Quarter

# Transitions

All articles in this packet are coded according to their target audiences. The codes are: A=Administrators; K=K-12 staff; C=Community/Families in Education, parent involvement committees; P=Parents/Guardians.

**Transitions: A Mother's Reflections on Changing Parental Roles** (K, P)
Julie Garber, a recipient of the 1991 "We Care About Education" family awards, reflects on the joy, pride, and poignancy of watching a child grow up.

**Life Transitions: Feeding a Growing Child** (P)
Children's nutritional needs change as they progress from infancy to adolescence. This article provides parents with some guidelines for supporting children's growth and development through proper nutrition.

**Barriers to Successful Outreach to Parents of Diverse Populations** (A, K, C)
In today's changing society, students' families can vary widely according to culture, socioeconomic status, family structure, and so on. Here are some ideas for overcoming the barriers to successful communication with all types of families.

**Traditional and Other Families: How Many Are There Really?** (A, K, C)
Family demographics in the United States have changed dramatically in recent decades. This handout concisely presents the statistical trends over the past 20 years and what they really mean.

**Children In Single-Parent Households: More Are Living With Divorced or Never-Married Parents** (A, K, C)
There are nearly three times more children living with single parents today than in former years. This one-page data sheet describes the change in family situations from 1960 to the present.

**Society in Transition: Working With Working Parents** (A, K, C)
Studies show that most parents are interested in becoming involved in their children's education—they just lack the time. Here are some ideas for reaching out to those busy working parents and giving them the opportunity to be part of the learning process.

**A Parent Involvement Quiz for Educators** (A, K)
Test your knowledge of the facts on parent/family involvement with this fun, ten-item quiz!

**Motivating Children: Tips for Parents** (P)
Tips from the Wauwatosa School District may help parents stimulate their children's interest in learning.

**This Week's News** (P)
To keep parents up-to-date on their children's school work, a Minnesota schoolteacher developed this innovative letter. Parents will enjoy receiving this description of each week's activities, written in the kids' own words.

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**Parents Can Support the Development of Reading Skills** (P)
Reading can be fun and exciting, and this tip-sheet for parents is filled with ideas for helping children to become better readers at each stage of learning.

**WAMLET: The Transescent Turtle** (A, K, C, P)
Wamlet, the two-headed turtle, is midway between childhood and adulthood, and he knows all about being "in between." This mini-poster comes from the Wisconsin Association for Middle Level Education.

**Parent Questionnaire** (P)
When children enter a new school, their teachers can do a better job of addressing their individual needs if they have some background information about them. This questionnaire for parents provides a convenient way for teachers to elicit the information they need about incoming students and their families.

**Easing the Transition from Preschool to Kindergarten** (A, K)
The move from preschool or day-care to a kindergarten classroom can be a big step for children as well as for their families. Here are some suggestions for educators on helping them through this transition.

**A Homework Pact That Pays Off** (K, P)
Getting homework done can be a source of frustration in many homes—but middle school teacher Benjamin Benson has come up with a way to help parents resolve conflicts over homework. This contract is intended to help turn homework into a normal part of the daily routine.

**A Giant Step for Children: Moving to Middle School** (K, P)
Entering a new school can be confusing, especially for children who are also entering a new life phase: adolescence. These tips for parents can help to make this transition a little smoother.

**Working Together for Young Adolescents** (A, K, C)
James A. Beane, Professor of Education, discusses the ways adults can help young adolescents to deal with the emotional, physical, and cognitive changes that occur during this developmental stage.

**Talking With Preteens About Sexuality** (K, P)
Parents provide daily role models for their children, in terms of opinions, behaviors, and values. Bonnie Trudell, Professor of Curriculum and Instruction, talks about the ways that parents can talk with their growing children about the sensitive subject of sexuality.

**The School-to-Work Transition: Skills Necessary for Employment** (A, K, P)
When employers seek new employees, they look for certain basic competencies that will assure them of high-quality job performance. This checklist is for all those interested in helping graduating students to achieve success in the work world.

**The School-to-College Transition: Gearing Up for College** (P)
Many graduating high-school seniors will leave home to enter a different world as college freshmen. This article contains suggestions for parents to help them to prepare their children for the responsibilites of college life.

**Consider Nontraditional Careers!** (K, P)
Children today are bombarded with gender stereotypes that may limit their career choices. Here are some of the reasons why students should be encouraged to seek careers in nontraditional fields.

### The School-to-Work Transition: Transitioning Students with Disabilites (P)

Students with disabilities can attain their career goals, if they are supported and encouraged with the proper planning and guidance. Parents can use the strategies outlined in this article to assist their disabled children to become part of the mainstream workforce.

### Substance Abuse Prevention Through the Years: A Guide for Parents (P)

Parents can take an active role in preventing their children from abusing alcohol and other drugs by following these simple guidelines.

### Libraries in Transition: The Relationship Between Libraries and Our Changing Society (A, K, C)

Contemporary libraries aren't mere repositories for books— from computer programs to videotapes to training courses, they provide services that are key elements in helping people gain access to the information and skills they need to function successfully in today's world.

### Quotations

These quotations may be used in newsletters, articles, speeches, and fliers.

### References to 1987-91

Use these convenient references to find related articles in the packets produced in 1987-88 (Year of the Family in Education), 1988-89 (Our Children—Wisconsin Cares), 1989-90 (The Year of Community Partnerships), and 1990-91 (Educating Everyone Takes Everyone).

### Resources

This is a list of publications, audiovisual materials, and other resources that address important issues in education, society, family dynamics, and child development.

### Media Materials

Use the press release and public service announcements as part of your public awareness campaign for family involvement.

(K, P)

# Transitions: A Mother's Reflections on Changing Parental Roles

*He's home. I wake from a semi-sleeping state to see his car's headlights reflecting across my bedroom wall. Should I get up? I'm tired, I think. He's okay: I could just stay in bed. Yet I struggle out from under the covers to go talk to him, to let him know his Mom is glad he's home safe and on time.*

Some things never change. My boys are teenagers now: when I awaken from sleep to go them, it's to talk to them as they return home from the various activities that fill their lives. Yet every time I do, my mind inevitably flashes back 18 years, to a time when a quiet cry from a tiny baby woke me from sleep. The thoughts were the same: *Do I have to get up? If I don't, maybe he'll go back to sleep. No, get up, Mom, give him his bottle, hold him, talk to him, let him know you're here and he's safe.*

These days, instead of a bottle, he needs cookies and milk. But he can pour the milk himself now, and I guess he doesn't really need me here. As this 6-foot 2-inch young man gulps down half a dozen cookies, I'm struck again by a sense of wonderment. I am sure all parents experience it: the flashes of adulthood we see in our children that make us feel a little older, a little sadder, a little prouder. So many changes in such a short time! Where have all the years gone?

My lifestyle has changed over these past 18 years. My decisions regarding career, schedules, friends, and interests revolved around the children. They had to. My two babies depended on me for everything: a home, food, safe babysitters, clean clothes, haircuts, hugs, and getting them through all those fevers and little heartbreaks. My career as a nurse helped me to provide for my children. But the career choices I made were never mine alone. I needed to be home "on time." I needed to answer to, "Mom, where were you?" "Do you have to go?" "I don't like that babysitter!" These were some of the toughest challenges I ever had to tackle.

Being a single mom for some of those early years really made consideration for my children my first priority. It wasn't easy, but somehow with family, faith, and a sense of humor, it worked. As they grew, their concerns about my presence changed from "Will you be at my game?" to "I'll find a ride home—don't worry about it, Mom!"

Somewhere along the way, the little babies I held and cradled turned into young men. My trips to the grocery store became more frequent and the laundry grew bigger. Yes—I don't have more laundry, it's just . . . bigger! I've realized that six little sweatshirts required one load and used less water, dryer time, and effort than six extra-large sweatshirts that they don't want shrunk! Three meals a day fraught with coaxing and wheedling ("Eat a few more bites, honey." "Do I have to?") have changed to four to six feedings a day ("Can you really eat three burgers, fries, and ice cream?" "I'm hungry. No problem, Mom!")

*As my son gulps down his last cookie and finishes telling me about his movie, I reach up on my tiptoes for a hug. I am again caught off-guard by my memories and a sudden realization. He used to reach up to me for hugs! My role in his life is really different now . . . or is it?*

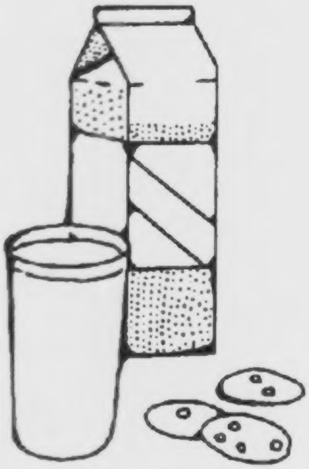
My sons' concerns, fears, and problems have changed over the years, but they still need to know that I care and that I'll listen. The rules have changed in our home over 18 years, but there are still rules, and breaking them has consequences. My sons' accomplishments, successes, and failures have changed, but the praise and encouragement and acceptance of who they are must continue. There have been pangs along the way as they have made each new move toward independence and adulthood: from first steps to the first day of school, first dance, first girlfriend, and the first time they drove down the driveway alone—and I know that as they grow, I'll continue to feel the pangs. Every time we reach a new milestone, I have to let go of my children a little more.

I know I'm lucky. Many parents have to deal with much more than I have had to, so far. I am also lucky—no, blessed—to have a husband who adds to the love, discipline, and happiness of our home. As the boys' stepfather, he has worked to establish mutual love, respect, and communication with them. Now I can rely on that for anything that might come up in the future.

How will this mom respond when the headlights no longer reflect on the walls in her home—when the fledglings have left the nest? How will she handle the absence of the "late-night feedings?" I am not sure; but I'm confident her children will respond with, "No problem—don't worry about it, Mom!"

Has my role in my children's lives changed over this 18-year span? Yes, and yet, when it comes to the important issues in our lives, no. I think the bonds of love and caring are stronger than ever. As my children grow, I find new things in them that delight and astonish me every day. They are almost adults now, but they still need me, and I them. And isn't that what it's really all about, this business of growing up, this job of motherhood, these cherished "late-night feedings?"

*By Julie Garber, Osseo-Fairchild School District. Garber was a recipient of a "We Care About Education" award, presented by the DPI and Hardee's Restaurants in 1991.*



# Life Transitions: Feeding a Growing Child

## *General Guidelines*

Throughout childhood the nutritional needs of your child change. Knowing what to expect as children progress from preschool to school age and adolescence can ease your job of providing them with the food they need for proper growth and development.

Family members and caregivers are role models for developing patterns of food acceptance or rejection. The U.S. Department of Agriculture and Health and Human Services issued a set of Dietary Guidelines for Americans in 1989 that provide guidance for food selection of healthy Americans two years of age and older. They include children beginning at two years of age because research shows many health conditions such as heart disease, diabetes, and hypertension that affect us in adulthood, develop in childhood. The guidelines are

- Eat a variety of foods. No one food provides us with all the nutrients needed for proper growth and development.
- Maintain a healthy weight. Guidance is available from medical professionals as to what weights are appropriate for different ages.
- Choose a diet low in fat, saturated fat, and cholesterol. Local health professionals can provide parents with information on making low-fat selections.
- Choose a diet with plenty of fruits, vegetables, and grain products. An individual's diet should include two to four servings of fruits, three to five servings of vegetables, and six to 11 servings of grains (breads, cereals and pasta) daily. Serving sizes depend on age and are available from a registered dietitian or public health nutritionist.
- Use sugars only in moderation. Sugar is linked to dental caries and can sometimes replace more nutritious foods.
- Use salt and sodium only in moderation. We tend to add salt in food preparation and at the table automatically. Consider reducing it, eliminating it, or replacing it with herbs.

## *Preschool-Age Children*

During the preschool years (ages one to five), the child's rate of growth slows. Therefore, appetites tend to decrease. Appetites are unpredictable. As children master self-feeding skills, they become less interested in food and more interested in their environment.

During this time, children depend on their parents or caretakers for the selection of food that is available. It is critical that regular meal and snack times are established to provide children with a feeling of security that their needs will be met and to prevent preoccupation with food that could result in overindulgence.

During this developmental phase, parents should expose children to a variety of healthy foods to help establish desirable eating behaviors. A child may need to be exposed to a food item several times before it becomes acceptable. New foods should be served with familiar and accepted foods.

Parents may begin to experience problems in getting their child to eat. Ellyn Satter, a recognized expert in feeding relationships, believes that *parents are responsible for what is presented to eat and the manner in which is it presented. Children are responsible for how much and even whether they eat.* Research shows that over time, children will typically eat the food they need for normal growth and development if the proper food choices are provided by the parent or caregiver.

Parents and caregivers should not get into the habit of using food as a reward or punishment. Typically foods used as rewards are high in sodium, fat, or sugar and an expectation for these food items develops. Rewards such as a walk, a story, or a game are also effective. When food is used for punishment on a regular basis, eating problems may develop and food that is denied may be critical to proper development.

## *School-Age Children*

Growth is steady and eating behaviors are more predictable during this period of development from ages six to ten. Children experience a natural increase in appetite; therefore, there is an increase in food intake.

Research indicates that participation in school breakfast and lunch programs results in a better nutritional intake for school age children. Many schools offer choices on the menu, and parents should work, especially with younger children, to select foods offered that they like and that best complement meals served at home.

Some parents may become concerned during this developmental time that their child is putting on extra weight. Concerns about a child's weight need to be addressed by a medical professional. It is important that children who are overweight are allowed to grow into their weight rather than be put on a weight loss diet. Diets of this type may exclude food that is essential for proper growth and development.

The media have a great impact on children and can easily influence their food choices. Research indicates the greater the amount of time spent watching TV, the greater the incidence of obesity. The American Academy of Pediatrics recommends that children limit TV watching to one hour per day.

## *Adolescence*

Do you feel like your child is eating you out of house and home? Your child has reached that unique stage of growth and development known as adolescence. There are many physiological, psychological, and social changes adolescents go through that affect their eating behaviors.

Physiologically your child will be undergoing a growth spurt that will require increased amounts of food. Girls tend to experience this growth spurt two years before boys, with girls having the greatest spurt of growth at the average age of 12. The amount of growth is very individual; therefore, nutritional needs vary.

During this period of growth and development body image is becoming more important. This may lead to uneven eating behaviors. Adolescents become more tuned in to messages from the media that depict desired body images and encourage them to eat foods of low nutritional value or diet to the point where proper development is not occurring.

Many social changes during adolescence affect children's eating habits. Involvement in activities outside the family may result in skipped meals, higher consumption of fast food meals, replacement of meals with snacks, and consumption of soft drinks. Money earned in an after-school job may also increase these behaviors. Adolescents may also be more aware of social issues and choose a vegetarian diet. Food likes and dislikes may be more distinct. Peers become more influential in their food choices.

Parents may find it a real struggle to encourage adolescents to eat a healthy diet. The most important thing for parents to be concerned about is that their adolescent consume the right foods in the right amounts. Parents should make sure nutritious foods are served in an appetizing manner and are easily accessible. Regular meals should be available to adolescents as often as possible. Snacking may be necessary for some adolescents to meet their energy requirements—research indicates that those who don't snack or eat fewer than three meals per day have poor nutritional intake.

*Source: Barbara Hetzel, Nutrition Education Coordinator, Wisconsin Department of Public Instruction.*

(A, K, C)

# Barriers to Successful Outreach to Parents of Diverse Populations

In today's changing society, the cultural, racial, and socioeconomic make-up of the average classroom reflects the increasing diversity of our nation. The heterogeneity of our parent population shows itself not only in different cultures but also in different family configurations and ways of life. Military parents have some particular needs because certain characteristics of military life impact the family and the child in some ways that most nonmilitary families do not experience. Single parents, dual-income parents, relatives taking parents' roles, blended families, parents sharing custody, noncustodial parents, parents who work at night, undocumented parents, homeless parents—these are only some of the various family configurations and ways of life that many schools and parent groups do not take into account when they attempt to interact with and involve parents.

To help children achieve to their fullest academic potential, educators need to establish successful communication with families from a variety of different backgrounds. Katie Klumpp of the San Diego Unified PTA Council has identified certain barriers to successful communication with parents of diverse backgrounds. These are summarized below.

- **Barrier #1:** Racism and behavior which is not intentionally racist but has a racist effect. Many educational leaders, staff, and parent groups are uncomfortable mentioning race, color, or ethnicity, thinking such mention is counterproductive. However, our biggest problem is the mistaken perception that there is no problem. We are all products of our life experiences, and we are unconsciously influenced by the messages our society sends us in a variety of ways, so we often cannot avoid being unconsciously racist, if racism is defined as knowingly or unknowingly thinking about or behaving toward a person negatively, indifferently, or stereotypically because of that person's racial/ethnic group identification.

In terms of outreach to parents, it is wrong to campaign to bring people into the school when they may not be treated with respect and understanding after they get there. It is the responsibility of the school and the parent groups to take any steps needed to make sure that all interaction with parents is conducted in an atmosphere of warm acceptance and mutual respect.

- **Barrier #2:** Cultural differences. Teacher, counselor, principal, PTA president, parent—it is sometimes difficult for all of us to understand people whose manner of life is different from ours, whose value system may be different from ours, whoever "we" are. People talk about "common courtesy," but courtesy is not common—it is culturally determined, and sometimes it is easy to offend without intent.

- **Barrier #3:** Need for educational and parent leaders to commit to increasing their own personal and group awareness and knowledge. We must develop skills regarding cross-cultural issues and cross-cultural communication, so that good people stop hurting or closing the door on other good people. We must learn to communicate and interact productively and to serve effectively as advocates for children—all children.

- **Barrier #4:** Lack of commitment to ensuring that the parent involvement effort includes representatives of every group. Schools and their parent groups must be committed to including all parents and to the concept that the only effective parent involvement program is one that includes all segments of the school population. However strong the program, however many parents are involved, the program cannot be considered successful if some groups are not represented.

- **Barrier #5:** The mistaken concept that the problem is apathy and lies wholly with the parents and not at all with the parent group or the school. School staffs, PTAs, and other parent groups talk about apathy and parents who "don't care." But the initial issue is often not apathy, but rather the fact that the institutions—schools or parent groups—do not function toward parents and children in a way that makes all parents feel welcome, respected, needed, included, and at home.

We cannot hope to be successful with outreach until we have done some "inreach"—until we have taken a good look at ourselves and at our own expectations and behaviors.

We cannot expect to attract parents toward whom we feel negative or to whom we talk down. We cannot expect to attract parents who have problems we don't care about or ideas we don't want to hear. We cannot expect to attract parents whom we do not value as human beings.

- **Barrier #6:** The concept of successful parent involvement as a body count rather than as a strong partnership between home and school. A partnership between home and school can be established without a parent ever setting foot on the school grounds or attending a PTA meeting, although face-to-face contact with the teacher(s) and principal strengthens that partnership. But the primary issue is not how many people turn out for an event, but rather how many parents are supporting their children's education.

Schools need to take responsibility for establishing a climate of respect, encouragement, and positive action for parents. Parents need to take responsibility for responding to the school's efforts and doing all they can to support their children's learning.

- **Barrier #7:** The concept of parent involvement as only a support function rather than as a reciprocal process where home and school play a number of shared roles. The foundation for the partnership is an effective and extensive two-way communication between classroom and school on the one hand and home on the other, so that parents are well-informed about what is going on with their child and their school and how they can be supportive of that effort, and teacher and school are well-informed about the child and the family and how they can be supportive in return.

- **Barrier #8:** Language differences. Language is often a barrier in our diverse cities, but some schools and parent groups have instead chosen to see language differences as a challenge. They have put their creativity and human resources behind an ongoing commitment to communicate with all parents regardless of language.

Translation is a lot of trouble, expense, and time, but if we are committed to communicating, we have no choice but to do it. It is always a good idea to get feedback about the translation process from the parents or students as you go.

- **Barrier #9:** Parents' cultural perception of the appropriate role for families in the school. In some cultures, it is totally inappropriate for parents to interact with the school. Some cultures entrust their children to the institution with the certainty that their children's interests and the school's interests coincide completely. Others perceive the school as an institution damaging to their culture, whose institutional practices prevent certain students from realizing their potential and emphasize the societal status quo rather than working for social change.

A program of parent involvement that might help parents see a different perspective would examine: 1) who owns the schools; 2) participatory democracy versus professional expertise; 3) the rights and responsibilities of parents; 4) how the educational process works in America; and 5) strategies for evaluating schools and advocating for change.

- **Barrier #10:** Parents' perceptions of themselves. Some parents have low self-esteem; some have negative memories of their own schooling experiences; some view themselves as without rights because of equivocal legal status. Parents' self-view affects their interactions with school personnel and with their children. Some parents come to school feeling as though they are again in the student role. They may bring a residue of powerlessness, frustration, inadequacy, or anger engendered by their own school experiences or social status.

- **Barrier #11:** Lack of training of educators. Teacher education programs do not always prepare teachers or administrators to understand the benefits of a strong home/school partnership or to develop the skills which would allow them to interact confidently and productively with families.

*Source: Katie Klumpp, Project Director, PTA Project Hope, 705 Cornish Drive, San Diego, CA 92107/(619) 226-2416. For the full report,* Barriers to Successful Outreach to Parents of Diverse Cultures, *contact Ms. Klumpp.*

(A, K, C)

# Traditional and Other Families: How Many are There Really?

The American family has changed dramatically in the last two decades, but some reports exaggerate the amount of change or fail to present data fairly. For example, a congresswoman recently published that fewer than 10 percent of today's families fit a "traditional" family model where the family has young children and the mother doesn't work outside the home. In fact, one in three families with pre-school children has two parents and mothers that don't work outside the home (according to the U.S. Bureau of Labor Statistics, 1988).

So where did the 10 percent figure come from? It seems this was actually an estimate of the percentage of all **households** in which there are two-parent families where the mother does not work outside the home, and where there are **exactly** two children, both of pre-school age.

Even if the fine print explained this (it didn't) the message was misleading. It's no surprise that such a narrow description of traditional family yields such a small proportion of households.

**Family vs. Household data.** Here is a table that displays data for families and households in the U.S. It comes from one of the Census Bureau's Current Population Survey reports: Most data about families that you see in the media comes from U.S. Census publications, and the data are for either *families* or *households.*

*Family* data describe family units—people in the same residence who are related by blood, marriage, or adoption. *Household* data, on the other hand, deal with characteristics of residences. Families are found in households, but many households do not have any members related to each other. Also, because of growing numbers of elderly, there are more and more households with just one resident.

U.S. Households and Families by Type, 1990

| | Number (Thousands) | Percent (Households) | Percent (Families) |
|---|---|---|---|
| **Total Households** | **93,347** | **100.0** | |
| **Family Households** | **66,090** | **56.0** | **100.0** |
| **Married-couple families** | 52,317 | 56.0 | 79.2 |
| With own children under 18 | 24,537 | 26.3 | 37.1 |
| With own children under 6 | 12,051 | 12.9 | 18.2 |
| With own children under 3 | 7,331 | 7.9 | 11.1 |
| Married couples without children | 27,780 | 29.8 | 42.0 |
| **Other families with children under 18** | 7,752 | 8.3 | 11.7 |
| Male householder | 1,153 | 1.2 | 1.7 |
| Female householder | 6,599 | 7.1 | 10.0 |
| **Other families, no children** | 6,021 | 6.5 | 9.1 |
| **Nonfamily Households** | **27,257** | **29.2** | |
| Women living alone | 13,950 | 14.9 | |
| Men living alone | 9,049 | 9.7 | |
| Other nonfamily households | 4,258 | 4.6 | |

Source: Household & Family Characteristics, 1990. U.S. Bureau of the Census

**Percentages Should Add to 100 percent.** Often articles will briefly mention a statistic like this: *56 percent of families are married-couple families.* Actually incorrect, the proportion here was in reference to households, not families (56 percent of households are married-couple family households). If we would have been told what was accounted for in the other 44 percent the error would have been more obvious. When all categories are included you can see how the numbers are divided up, and confirm that they indeed add to 100 percent.

**Sources Information.** It is not enough to know that data come from a reputable source. The author of the article may not have gotten the facts right. If the source information is present, you can locate and check the data yourself, or call a professional who can.

*Source: Robert Young, Family Demographics Specialist, University of Wisconsin-Extension, 430 Lowell Hall, Madison, WI 53703.*

# Children in Single Parent Households: More Are Living With Divorced or Never-Married Parents

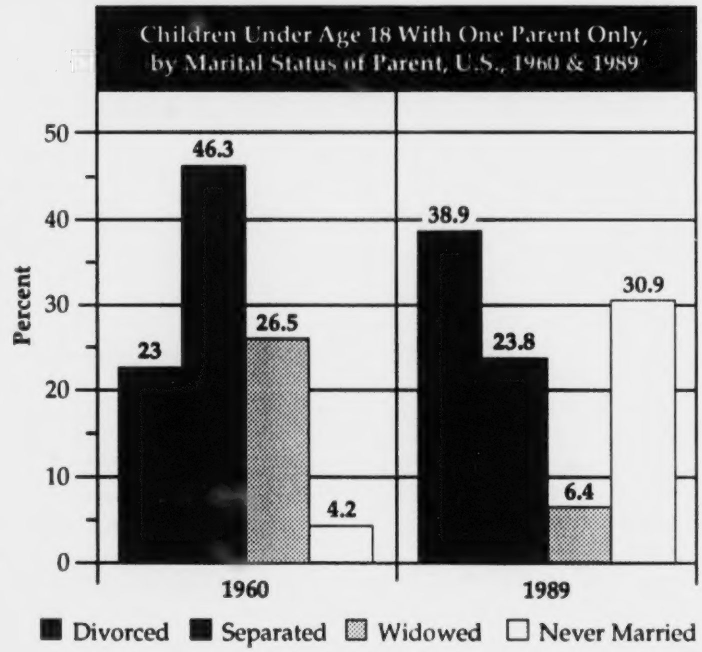
There are nearly three times more children living with single parents today than in former years (24.3 percent in 1989 compared to 9.1 percent in 1960). There have also been extreme changes in the marital status of the parents of these children. In 1960, children in one-parent situations were more likely to be living with a single parent that was separated or widowed. Few had parents that had never married. But much has changed.

This graph shows that among single parents in four categories, the greatest percentage increase was in the "never-married" category. This reflects the fact that the rate of births to unmarried women has been increasing for several years.

Contrary to common belief, only a small portion of births to unmarried women are to women under age 18 (15 percent). Also, birth rates for unmarried women ages 18 and older have increased more rapidly than birth rates of teen mothers. One in four births in the U.S. is to an unmarried woman.

Another dramatic change has been the near doubling of the percent of children in divorced single-parent homes. Divorce rates began to decline in the late '80s but remain at very high levels.

**So What?** Living in a single-parent home is not problematic in itself. Many of these children have a very high quality of life. But, single-parent families are much more likely to be having financial difficulty and associated stress. In fact, over half live in poverty. For many, divorce has led to a significant drop in household income. Poverty status is a factor that lowers the probability that children will receive quality care, and increases the likelihood that they will not complete school, that they will abuse alcohol or drugs, and that when they are adults they also will be poor.


Children Under Age 18 With One Parent Only, by Marital Status of Parent, U.S., 1960 & 1989

Source: U.S. Bureau of the Census. Marital Status and Living Arrangements, 1989.

*Source: Robert Young, Family Demographic Specialist, University of Wisconsin-Extension, 430 Lowell Hall, Madison, WI 53703.*

(A, K, C)

# Society in Transition: Working With Working Parents

Would you like to include more working parents among volunteers and school supporters?

Although most working parents don't have the time during the day to volunteer in classrooms, they still can be involved in school.

Here are some things to remember as you encourage the participation of working parents:

- Parent involvement takes many forms. It can be as simple as letting children know school is important, making sure they do their homework, or reading to them at night.
- Invite parents to monitor school board meetings or keep track of legislation that affects the schools.
- Provide the resources for parents to use at home to enhance reading and learning.
- Encourage teachers to call parents during the evenings.
- Hold parent-group board and committee meetings during the evenings.
- Offer classes for students and parents on a Saturday or during the evening.
- Survey parents to determine unusual and interesting occupations or hobbies and seek their involvement as speakers before classes and assemblies.
- Send a letter to parents suggesting some of the things they can do at home, during the evenings, or on weekends to help the school.

- Encourage local employers to provide parents time off to attend special programs, tutor students, or volunteer at the school for one or two hours a week.
- Ask working parents how the school can make life easier for them.
- Nominate working parents to serve on school district study panels.
- Ask working parents if they can spare a lunch hour a week or every two weeks to volunteer at school.
- With the staff, identify ways parents can assist their children to learn at home. One way, for instance, is by encouraging parent involvement in the preparation of a science fair exhibit.
- Keep parents fully informed about school programs and their children's progress.
- Provide parents with tips on parenting in your school-to-home newsletter.
- Offer evening programs that relate to the concerns of working parents, such as how to select a day-care provider, how to make the most out of a limited amount of family time, or how parents can help their students learn. Provide child care at these meetings.
- Send a thank-you note to parents when they help, pointing out you recognize and appreciate the extra effort their involvement requires.
- Remember that parents are most interested in being involved in school decisions about school discipline, curriculum, and instruction.

*Source: National School Public Relations Association,* ED-LINE, *1501 Lee Highway, Suite 201, Arlington, VA 22209.*

FAMILIES IN EDUCATION

(A, K)

# A Parent Involvement Quiz for Educators

1. What is the percentage of parents who say they are reluctant to talk with school officials? ______%
   What is the percentage of teachers who say they are reluctant to talk with parents? ______%

2. What are the two most common reasons parents give for not being involved with their children's education?

3. What is one common key to success in reaching diverse parent groups?

4. Even when a school or school district is facing serious problems, how can an organized parent involvement program be helpful?

5. Aside from having parents involved in school fundraising and other "traditional" parent activities, what are some ways parents can be most effectively involved in educational activities at school?

6. What are the most important ages and grade levels for parents to be involved in their children's education?

7. Of all the types of partnerships, what do *most* parents say they need the most help with from the schools to remain informed and involved in their children's education?

8. Early childhood experts and research findings agree that the most critical years for learning begin when? Age ______? And when do the experts believe that lifelong patterns for failure or success are set? Between the ages of ______ and ______?

9. We know that language ability is the single most important skill for good school achievement and for lifelong success. We also know that parent involvement is critical in the early years prior to formal schooling. Studies show that a child understands more than half of everything he or she will use in conversation for an entire lifetime by what age? Age ______

10. Within 10 percentage points, what percent of recent research studies indicate that parents have an important impact on children's school achievement? ______%

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## *How Did You Score?*

Give yourself ten points for each question answered correctly—five points for each correct answer on two-part questions. Here are the answers:

1. **Reluctance to contact one another:** According to the *Metropolitan Life Survey of the American Teacher, 1987*, 19% of parents said they feel awkward or reluctant to talk with school officials while 55% of teachers said they feel uneasy or reluctant to approach parents to talk about their child.
2. **Why parents say they are not involved.** Studies show that parents often say they are not involved because (1) they do not have time, and (2) they do not know what to do. Some research indicates that parents will *make time* to help their children if they are shown what they can do. Strategies are needed to help parents better use the time they do have.
3. **Success in reaching diverse parent groups.** Experienced educators say the key to success in reaching diverse parent groups is to schedule programs and activities flexibly to accommodate different cultural norms, parents' interests and skills, as well as today's variety of family living styles.
4. **School problems and parent involvement.** Organized involvement, particularly parent meetings, can help even when schools are experiencing problems. Parent groups can serve as a forum for discussion, a means of mobilizing support, and a conduit for change.
5. **Effective ways to involve parents.** Experienced educators say parents can be effectively involved in educational activities at school as *volunteer tutors, classroom aides, and invited speakers*. Ways parents can help their children at home should also be stressed since much of every child's education takes place *away* from the school.
6. **Best ages, grades for parent involvement.** Experts say it is important for parents to be involved in their children's education at *all* ages and grade levels.
7. **What parents say they want help with from schools.** Surveys show that most parents want more information on how to help their own child at home each school year. This includes how to monitor homework, discuss schoolwork, and interact to encourage good work in all subjects.
8. **Start of most critical learning years.** While it is essential that schools and parents work together, experts and research studies agree that the critical years for learning begin long before the child reaches school—*at birth*. And the experts believe that lifelong patterns for failure or success are set between the ages of *three* and *eight*. These findings point up the critical need for parents to be involved in the education of their children well before they start school. Then the stage is set for vital parent involvement throughout the school years as well.
9. **Age by which most language ability is set.** Studies indicate that children understand *as much as 70 percent* of everything they will use in conversation for their entire lifetime by age *three*.
10. **Percent of research studies supporting parent involvement.** Nearly 100 percent of studies indicate that parents have an important impact on their children's school achievement.

**Ninety to 100 points is excellent. Seventy-five to 85 is good. Sixty to 70 is just average.** If you scored **below 60**, you may be overlooking the tremendous resource of parent involvement in helping all children achieve and in meeting the newly established national goals for education.

*Source:* Journal of Educational Public Relations, *P.O. Box 657, 1830 Walnut St., Camp Hill, PA 17011/ (717) 761-6620 and the National Coalition for Parent Involvement in Education, P.O. Box 39, 1201 Street N.W., Washington, D.C. 20036.*

(P)

# Motivating Children: Tips for Parents

## *Preschool*

- **Accept children as they are.** They need unconditional love and acceptance to gain self-assurance. That doesn't mean that parents shouldn't discipline students, but make it clear that it's the behavior that's unacceptable, not the person.
- **Praise children.** Praise can't start too young. Children praised for what they do well and for doing what's expected of them—from picking up toys to brushing their teeth without being reminded—soon develop confidence in their own ability to act independently.
- **Provide stimulating experiences for children**—from trips to the zoo and museum to live theater and storytelling at the public library. As children express an interest in something in particular—dinosaurs, babies, plants—encourage their interest by talking and reading together.

## *Primary*

- **Teach children to set goals for themselves.** Start small—learning to write your family name, learning to tie shoes, learning to unzip a tough zipper—and celebrate each success. Children who experience success are more likely to be successful.
- **Take school work and school experiences seriously.** Ask questions about the school day and listen to the answers. Showing an interest will encourage children to pay more attention so they can share their experiences.
- **Display good work,** or work that shows progress, in a particular area. Showing you're proud will give children a sense of pride as well.

## *Elementary*

- **Review homework every day** and discuss how it might be improved. Set standards for work—neatness, completeness, etc.—and apply them consistently. Be available to help.
- **Emphasize intrinsic rather than extrinsic rewards.** Rather than offering a candy bar for completing homework or a dollar for every A, try to motivate children with gifts of time or involvement.

## *Intermediate*

- **Review homework every day and discuss how it might be improved.** Set standards for work—neatness, completeness, etc.—and apply them consistently. Be available to help.
- **Emphasize intrinsic rather than extrinsic rewards.** Rather than a candy bar for completing homework or a dollar for every A, try to motivate children with gifts of time or involvement.
- **Provide additional opportunities for learning something difficult.** All children can learn but not always on the same day. Work with teachers to identify how you can help provide assistance at home to prevent a feeling of failure in school.

## *High School*

- **Share failures as well as successes with students.** They need to recognize that it's OK to fail. Help them to understand how problems are solved—with help if needed.
- **Avoid negative predictive statements,** such as "You'll never be good in science" or "You're gonna get in trouble." These can become self-fulling prophecies for some students. Instead, concentrate on positive statements that emphasize what you'd like to see, such as "I know you'll be able to raise this grade next period and I'll help if I can" or "You're so good with people I know why your group chose you as leader."
- **Emphasize the importance of basic skills in all jobs.** Factory workers and engineers need to know basic math and how to solve problems. Reading is as essential for reading machine manuals and typing reports as it is for reading Shakespeare or law briefs.

*Source:* Wauwatosa School Reporter. *Editor: Mary Pat Pfeil, Public Information Director, Wauwatosa (WI) Schools.*

(P)

**This form is to help teachers to communicate with parents. Students complete the information and take it home once a week. Reproduce as is or adapt to your own needs.**

## This Week's News

Date ______________________

Dear ______________________

In math we are studying ______________________________________________

______________________________________________

______________________________________________

Here is an example of the kind of problems we worked on this week.

In reading I ______________________________________________

______________________________________________

______________________________________________

In social studies we will be learning about ______________________________________________

______________________________________________

______________________________________________

In health we study that ______________________________________________

______________________________________________

______________________________________________

Some other interesting things that happened this week ______________________________________________

______________________________________________

______________________________________________

from

______________________________________________

(Child's Name)

*Source: Judi Mollerus, St. Louis Park Public Schools, 6425 West 33rd Street, St. Louis Park, MN 55426. Developed by Bobbi Jones, Edina Schools, Minnesota.*

(P)

# Parents Can Support the Development of Reading Skills

Parents and schools are essential partners in the reading process. It is important to build close relationships between home and school so that parents and teachers can work together to support the development of children's reading skills. Parents have the unique role of being their children's first teachers. In addition to modeling language and behaviors, parents can mold their children's reading habits. They can let their children see them read, enjoy reading, and react to a variety of reading materials. Parents can best help their children become better readers by reading to them on a regular basis and providing an environment that encourages their children to read independently for knowledge and pleasure.

By actively working together to promote an environment which cultivates meaningful reading experiences, the home and school can create readers who value and understand what they read.

## *Tips for Parents*

### Kindergarten: Emergent Reading

- Set aside a regular time each day to read to your child. This is a time for you to share each other's company in a relaxed situation.
- Use expression! Don't hurry through a book. Choose a shorter book instead of reading faster if your time is limited. Read only as long as the child is attentive. Allow your child to read along and turn the pages.
- Initiate conversations with your child about daily events or a colorful picture. Start a sentence or story and let your child complete it.
- Listen to your child, and help your child develop listening skills by giving your child oral directions for different projects and practice in following them, or asking your child to deliver simple messages to other members of the family.

### Grades 1-3: Beginning Reading

- Set aside a regular time each day to read to your child. The reading time should be without distractions or interruptions, in a quiet, comfortable location with good lighting and ventilation.
- Select books from different categories to read. Include both fiction and nonfiction books. Remember the other printed materials such as children's magazines, comic books, and newspapers. As your children mature, allow them to help in the selection of books to read.
- Ask simple questions at the end of the reading session. Don't drill your child about the story! Simply use the questions as a means to start discussion.
- Encourage your child to read various materials in the home. For example, you could select a cereal box and have your child locate the name of the cereal, the name of the company that makes the cereal, the vitamins and minerals found in the cereal, etc. Or you could have your child try to locate the telephone numbers of the state and local police, fire department, and so on, in the front of your telephone directory.
- Encourage your child to act out stories, using puppets or simply by letting the child pantomime the characters from a story you read aloud.
- Play games with your child that require concentration—card games, counting games, etc.

### Grades 4-6: Reading to Learn

- Keep communication channels open. Do not let homework become a subject that creates conflict.
- Show an interest in what the child is studying and be aware of the assignments he/she brings home. Parents can often create interest and understanding of the purposes of homework assignments by discussing the topics of the assignments.
- Encourage your child to write a "news article" about a trip, a dinner out, a good TV show, or something exciting at home or school. Then post it on your refrigerator.
- Find or purchase games and puzzles like Scrabble, Word Lotto, and crossword puzzles, and play/do them with your child.

- Read to your child. Stop before the last paragraph and have your child create the ending.
- Encourage your child to take time for recreational reading every day.
- Give your child books as gifts.
- Let your child see you reading for pleasure.

## Grades 7-12: Reading Independence

- Set up a family ritual of everyone learning a word a day. At dinnertime make a game of it by asking who knows the word. Your child will be pleased to have the opportunity to teach Mom and Dad a word or two.
- If your child has an assigned book to read, get a copy of it at the library or bookstore. Read it along with him/her so you can discuss it together.
- If your child is studying a new subject, such as an unfamiliar country or a difficult science concept, go to the library and select some background books that will help to explain the material better. Take your child along so she/he will learn how to find the material next time.
- Your child can gain practice in summarizing and sequencing by writing a critique of a movie. It may also develop awareness of movies and their value. See if you can find a published review of the movie, for comparison.
- Pick up maps and brochures from exciting places. Have the family "plan" the trip they would take if they won the sweepstakes.
- When your child begins working, have him/her complete the necessary forms, i.e., Social Security application, driver's license, tax forms, etc. Forms are a part of life, so let him/her begin to understand them now. Don't complete them yourself, but check the forms before they are mailed.

*Source:* Spread the Joy of Reading: A Handbook for Parent Involvement. *Wisconsin State Reading Association, Parents and Reading Committee. (This handbook is no longer available from WSRA.)*

# Parent Questionnaire

Dear Parent,

Please help us to know your child. The success that a child has in learning is dependent upon the amount of support that they receive from their schools and family and upon the amount of time and interest that they apply to learning.

Please indicate how important the following activities are to you for you and/or for your student:

| | High | Above Average | Average | Below Average | Low |
|---|---|---|---|---|---|
| Doing well in school (grades) | | | | | |
| Regular homework assignments | | | | | |
| Involved in school sports/plays | | | | | |
| Special studies, list: | | | | | |
| | | | | | |
| | | | | | |
| Parent Teacher Conferences: Day | | | | | |
| Evening | | | | | |
| Volunteering in school/PTA | | | | | |
| | | | | | |
| Family trips to museums, etc. | | | | | |
| Family checks homework | | | | | |
| Extra reading assignments | | | | | |
| Enrollment in Scouts, sports, | | | | | |
| Enrollment in music, art | | | | | |
| | | | | | |
| I prefer that my child graduate from: | | | | | |
| High School | | | | | |
| H.S. plus special training program | | | | | |
| H.S. plus Associate's degree | | | | | |
| H.S. plus Bachelor's degree | | | | | |
| Other | | | | | |
| | | | | | |
| My child's motivation to learn is | | | | | |
| | | | | | |

I would like information which could help me with my child's education and/or career planning: ______

Comments about the school: ______

I would like to be involved with the school in the following ways: ______

Describe any hobbies or special interests which you enjoy and could share with a class: ______

My child and I are considering enrollment in these extracurricular activities: ______

Music: ______

Art: ______

Athletics: ______

Group activities (scouting, church, etc.) ______

Work (for pay, family, volunteer) ______

Are there any other types of information or comments that you would like to provide to the school? ______

(Signature of Parent or Guardian) (Date)

*Source: State of Vermont Department of Education*

(A, K)

# Easing the Transition from Preschool to Kindergarten

If you have ever made a move from one place to another, or separated from friends, you know how hard a transition can be. Going from a known, comfortable environment to one that is different and unfamiliar can be very stressful. That is often how young children feel as they move from preschool to kindergarten. For young children, the transition from preschool to kindergarten may be met with a mixture of delight and concern. On the one hand, there is the pleasure of accomplishment as they move on to something new. On the other hand, there may be some anxiety over leaving friends and teachers that they know and love for something less familiar.

For parents, there is the pride that comes with seeing their child grow to meet new challenges, yet there is also a concern for how their child will cope with the change and what this situation may bring to their role as parents.

Because we know that learning is a continuous process, the transition from preschool to kindergarten is important for all those who educate and care for young children.

## *Benefits of Facilitating Transition*

When early childhood educators take time to help facilitate transition, there are benefits for children, parents, and teachers.

### For Children

When preschool and kindergarten teachers help children move more easily into a new environment, the results for the children may include

- continuity with earlier educational experiences.
- increased motivation and openness to new experiences.
- enhanced self-confidence.
- improved relations with other children and adults.
- a greater sense of trust between teachers and children.

### For Parents

If parents are involved with teachers in providing a smooth transition for their children, the parents gain

- increased confidence in their children's ability to achieve in the new setting.
- improved self-confidence in their own ability to communicate with educational staff and to effectively influence the educational system.
- a sense of pride and commitment in their ongoing involvement in the education of their children.
- a greater knowledge and appreciation of early childhood programs and staff.

### For Teachers

Teachers who cooperate with others to ease the children's transition between educational programs can expect

- increased knowledge of the children and an enhanced ability to meet individual needs.
- increased parental and community support.
- more resources and a larger network of professional support.
- increased awareness of the preschool or kindergarten programs in the community.
- a renewed sense of professionalism and pride in their efforts to reach out to young children and their families.

## *Involving Parents in the Transition*

A joint effort by school and home is needed to effect a smooth transition. This means that continuity is important for the parents as well as the children. For the parent, the preschool may be a familiar family support system where there has been frequent contact with the teaching staff. The kindergarten may represent a less familiar environment with a different type of program for children and families.

Many parents are actively involved in their children's preschool program. Studies indicate that such involvement contributes to the success of the educational program. Parents need encouragement to be involved in the educational program and to help their children feel competent as they move on to kindergarten. Parents can promote confidence in their children by conveying a positive attitude about the new school.

Parents also need support to work through the effect of changing programs on their daily lives. For example, locating child care that can be used in conjunction with the kindergarten may be a critical need for some families.

As parents become more familiar with the new setting and meet other parents in their children's peer group, they gain confidence in their own power to have an effect on the education of their children—a confidence that may last throughout the child's academic career.

The following tips include suggestions for preschool and kindergarten teachers and administrators in planning and implementing transition activities with parents.

## Tips for Preschool Staff to Involve Parents in the Transition

- Provide parents with information about the school their child may be attending, including the address, the name of the principal, the telephone number, and dates for registration.
- Encourage parents to attend kindergarten orientation sessions that the school may plan for incoming parents.
- Discuss child care options with working parents. Provide information and referral to appropriate after-school programs.
- Invite school personnel, including teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school, and to answer any other questions regarding the school program.
- Discuss the transfer of records with parents and provide release of information forms to be signed by the parents. Such forms should include details on *who* is releasing *what* information *to whom* and *for what purpose.*
- Help arrange a visit for the parent and child to the new school.
- Create a story about the new school for parents to read to their children. Encourage parents to build their child's confidence about going to school.
- Introduce parents to other parents of children who will attend the new program. Encourage meetings of new classmates prior to school opening.
- Discuss changes in services for parents that may not be available in public schools. For example, some preschools, especially Head Start programs, may help parents with health appointments and transportation. This type of service may not be available in the new program.

## Tips for Kindergarten Staff to Involve Parents in the Transition

- In the spring, invite new parents to a general orientation about the new school and the opportunities for parent participation.
- Encourage parents to volunteer in the kindergarten classroom prior to each September.
- Provide a parent orientation package including the child's new schedule, transportation procedures, required school forms, food service, and other program information.
- Send notes to parents prior to school opening which encourage parent involvement and offer suggestions for helping children feel at home more quickly during the first few days of school. The letter may include tips on what parents might say to their children to ease anxiety about the first day, a description of the activities planned during the inital week, suggestions for comfortable apparel, and bus schedules.
- Introduce new parents to parents of children already in kindergarten. The PTA may be helpful in establishing a "buddy system" between "old" and "new" parents.

*For more information, the booklet* Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood Teachers and Administrators *is available from the U.S. Department of Health and Social Services, Office of Human Development Service, Administration for Children, Youth, and Families, Head Start Bureau.*

# A Homework Pact That Pays Off

Benjamin Benson, a teacher at Madison's Van Hise Middle School, came up with this homework contract to help parents resolve conflicts over homework. Each student receives the contract in the second week of school. They are instructed to sit down with their parents and design their study schedules. The student and parents sign the contract and return it to the school. The teacher also signs it, makes a copy of it, and returns it to the student to post on the refrigerator at home. The original is placed in the teacher's files. With this contract, everyone has some responsibility in the completion of the agreement. Primary responsibility, however, is vested with the student!

## Home Study Schedule Contract

(one hour per day at home)

Sunday – ____________ to ____________

Monday – ____________ to ____________

Tuesday – ____________ to ____________

Wednesday – ____________ to ____________

Thursday – ____________ to ____________

This hour is to be used each day even if you do not have any immediate assignments.

## Things to Do

- ☐ Check assignment notebook first.
- ☐ Do current assignments (anything due within five days).
- ☐ Work on long-term assignments for speeches, reports, and research. Check personal countdown schedule.
- ☐ Review recent schoolwork in preparation for future tests.
- ☐ Organize materials and clean files.
- ☐ Read, write, or draw for enjoyment.

## Where You Will Work

☐ bedroom ☐ dining room ☐ kitchen ☐ other, specify ____________________

## Basic Study Materials

(to be in study area)

- ☐ pencil(s), sharpener
- ☐ pens (black/blue/highlighter)
- ☐ notebook(s)
- ☐ textbooks
- ☐ looseleaf notebook paper
- ☐ other (please specify)____________________
- ☐ calculator
- ☐ dictionary

**Notice:** Before you go to bed at night, pack your school materials and place them by the exit you will use the next day.

Student signature ______________________________

Parent/Guardian signature ______________________________

Teacher signature ______________________________

***Please post this contract in a prominent spot.***

---

**Special notes:** This contract should be revised from time to time to meet new conditions. Begin using this contract when your children enter school. Then studying at home becomes a lifestyle—not a life adjustment for older children. Expect first graders to study ten minutes each day. Then add ten minutes to the study time for each additional year of schooling as a rough guide to the amount of time which should be allotted to studying at home.

*Source: Benjamin Benson Home Study Schedule Contract, Compass Syndicate, 1991. Reprinted with permission of Dear Teacher, Box 395, Carmel, IN 46032.*

(K, P)

# A Giant Step for Children–Moving to Middle School

For most 11- to 12-year-old youngsters, their first days at middle school are every bit as memorable (and scary) as those days—half a lifetime ago—when they walked into kindergarten.

"It's altogether as momentous an event," according to Samuel G. Sava, executive director of the National Association of Elementary School Principals, who thinks parents may overlook the seriousness of this transition from elementary school.

"I believe the middle school years—from age 11 through 14—really can be make-or-break years for a child's academic and personal success later on," Sava said.

Acknowledging the confusion adolescence brings to youngsters and parents, he offers the following advice for parents to help children maneuver that giant step away from the security of the elementary into the uncertainty of middle school.

- **Get to know the school.** Visit the school within the first few weeks. Meet the principal and teachers. Learn school policies. Then, if your child comes home with a problem, you'll know the rules and the person to call.
- **Be ready to adjust to dramatic changes in your child.** Adolescent children seek independence, which often means challenging parental and school authority. Being acquainted with the school staff may help parents weather some future storms.
- **Be prepared for a lot less information.** That elementary school child who told you all about school is almost gone. Along with a child's move toward independence is a natural inclination *not* to share information about school—good or bad.
- **Keep monitoring schoolwork and grades.** Be subtle, not too inquisitive. Keep an eye out for stumbling blocks, particularly in subjects new to your child like computer lab, algebra, biology, foreign language, keyboarding, and technical education.
- **Watch for extreme swings in grades—up and down.** If a child's grade record remains similar to that of elementary school, OK. But if grades are abnormally low or high, it's time to check with the teacher. Unusually high grades may indicate incorrect placement. Give children about six weeks to adjust, though, before becoming too concerned.
- **Encourage extracurricular activities, but watch for overload.** Participating in sports and clubs is almost indispensable to the adolescent's self-esteem, but academic performance must dictate the number of activities a child can handle.
- **Relax. Let the kids win some skirmishes.** Save your ammunition for the key battles. Don't go to war over appropriate dress, for instance. Check for the school's decency standards, and let your child be independent within those guidelines.
- **Meet your child's new friends and their parents.** Welcome your child's widening circle of friends personally —no matter how difficult. Before a youngster visits a new friend, call, introduce yourself to the family, and confirm the plans. Prying? Maybe, but research shows that children actually do appreciate parents' interest—they just don't say so. In fact, their objections tend to be quite dramatic. Hold your ground.
- **Attend school functions and sporting events.** Don't assume your relationship with school ends with elementary school graduation. Keep up with all of your child's activities, teammates, teachers, and principals. Don't start missing the swim meets, choir performances, or the PTA meetings.

"The major difficulty children have when they reach middle school is with responsibility," says Sava. "Adjusting to more than one teacher, juggling multiple subjects, changing classrooms all day, budgeting time wisely, making and keeping new friends, staying organized—that's quite an agenda, and youngsters need their parents' help in managing it."

*Source: Association of Wisconsin School Administrators, 4797 Hayes Road, Suite 1, Madison, WI 53704,* AWSA Update, *Vol. X, No. 6; and the National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314.*

(A, K, C)

# Working Together for Young Adolescents

Young adolescence, the time around puberty, is perhaps the most dramatic period in the entire human lifespan. At this time young people experience a number of critical transitions. One is that of puberty itself, when hormonal activity sets the stage for growth spurts, secondary sexual characteristics, hardening of the bones, changing voices, and, of course, the capacity for human reproduction. Another transition is the emergence of the peer group as an important reference point for values and behaviors and a corresponding decrease in the influence of adults, including parents and teachers. At this time, too, young people are deeply concerned about developing self-identities, exploring value and moral questions, earning status in the peer group, extending their independence, making plans for themselves, and understanding the world they see around them. As if these transitions are not enough alone, they are experienced by young adolescents in the context of two great "myths": the myth of the imaginary audience ("everyone is watching me") and the myth of the personal drama ("this is only happening to me").

Most adults who live and work with young people readily admit that young adolescents are simultaneously wonderful and difficult to be with. These "kids" can delight adults one moment with their humor and their keen insight, but in the next moment be equally exasperating to adults with their challenging questions and apparent disregard for adult rules. As one 13-year-old put it, "This is the time when we can figure out if adults are telling us the truth." In short, the changes and transitions that are part of young adolescence seem to be as difficult for adults to deal with as they are for the young adolescents themselves.

To be sure, young adolescents are perhaps the most misunderstood and most frequently criticized group in our society. The one notable exception is elderly persons, with whom young adolescents share a compelling desire for identity and independence, at a time when the society believes they should be dependent and compliant. In other words, young adolescents, with their questions and behaviors, often seem to be simply an inconvenience for the adults around them. At the same time, many adults carry unfair and incorrect images of young adolescence. One is that they are "hormones with feet" or brain dead." Another is that the peer group is automatically a negative influence. Still another is that young adolescents care only about themselves and the latest fads and fashions. However, the facts indicate otherwise. In surveys of young adolescents, they consistently indicate a deep concern about the environment, prejudice, poverty, family relations, and other serious issues. And being a part of the peer group is, after all, one of the most important ways young people have to learn about others and to develop caring relationships. The fact that so many adults do not know these things may well be due to the fact that so few really take the time to listen carefully to young adolescents.

Over the past few decades, young adolescents have exhibited many symptoms that suggest they are having a hard time finding anything to hang onto in their lives. Adults who care about young people have been distraught to see the increasing incidence of substance abuse, violence, adolescent parenthood, attempted and actual suicide, and other self-destructive behaviors. Even those young adolescents who are not part of these statistics say that they feel increasingly powerless and alienated. And for those who live amidst the cultural and economic tensions of our times, those other problems are only more complicated and overwhelming. Yet even while criticizing adults in these matters, young adolescents speak frequently of the desire for more help, more guidance, more attention from them.

## *How Can Adults Help?*

Clearly, adults who live and work with young adolescents must begin to see more urgently the need to move toward greater support and advocacy for young adolescents. What can we do? We need to bring families, schools, and communities together for the sake of young adolescents. There are many actions we can take. Following are a few of them.

- We need to ask young adolescents about *their* questions and concerns and listen carefully to what they say. Too much of their lives is determined by adult concerns and desires.
- We need to learn more about young adolescent development so that we can better understand what they are experiencing at this time in their lives.
- We need to use homes, schools, and community centers as places to meet and discuss with young adolescents their needs, interests, concerns, and aspirations.
- We need to closely examine our homes, schools, and communities and ask whether they are safe and secure places for young adolescents to be in terms of their health, social development, and intellectual growth.
- We need to create, with young adolescents, more school and community programs that respond to their interests and concerns.
- We need to be more understanding and less critical of young adolescents and to see them as thoughtful members of our families, schools, and communities.
- We need to decrease the isolation of young adolescents in schools and other community centers and bring them into closer contact with those both younger and older than they are. The critical attitude toward others that so many adults say young adolescents have is far outweighed by their compassion for others in need. Probably no group is so consistently willing to be of service to others as young adolescents.

In the end, we need to view young adolescents as real human beings who, while still needing our consistent guidance, are increasingly capable of responsible, contributing action—if only we are willing to meet them half-way. As we have seen in recent years, the price for our neglect of young adolescents is high. The dividend for committing ourselves to improving their place in our families, schools, and communities will likewise be high. The difference, though, will be in their chances for experiencing young adolescence as a healthy and constructive time of life.

*Source: James A Beane, Professor of Education, National Lewis University, Evanston, IL.*

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(K, P)

# Talking With Preteens About Sexuality

Parents play a major role in the sexuality education of their children—even if they never speak a word to them about sex. Early nurturing helps children feel good about themselves, their bodies, and being touched. Parents provide daily models for female and male opinions, behaviors, and relationships.

## *Talk About Sexuality*

Although a great deal of this learning takes place without words, it is still essential for parents to *talk* about sexuality with both sons and daughters. Unfortunately, talking about this subject is not always easy; most parents are uncertain about what to say and when to say it. Parents are not alone if they feel unsure.

In spite of this uneasiness, ongoing parent/child communication about sexuality *is* important. Some research suggests that intercourse starts later and there is a lower rate of teenage pregnancy among young people whose parents have talked openly and honestly with them about sexuality. Inadequate information behind sexual decisions is frequently a contributing factor with negative consequences. Research also indicates that most children *prefer* to get sexuality information from parents—although most of them don't. When young people don't get this information from parents, they inevitably seek it from other sources.

## *Talk About Values*

It is also important for parents to explain their own values and beliefs about sexuality to their children. As children become preteens, they are greatly influenced by the values of friends whose beliefs may differ from those of parents. When this happens, parents who can listen respectfully and discuss these differences patiently and without harsh criticism can help young people develop their own values, an essential aspect of growing up. With open communication, many parents find children's values shift to be more like their own by early adulthood.

In short, it's a good idea for parents to talk with their children—beginning in the preschool years—about sexuality. Now is the time to make a resolution to try. It's never too late to begin. Although it is not possible to make up for lost time in one "big talk," parents *can* open lines of communication now and help them open.

## *Some Helpful Hints for Parents*

- Know that it's okay to feel a little uneasy. Just don't let it stop you from talking. You might even share your discomfort by saying something like "This isn't easy for me. My parents didn't talk with me about sex, but I think it's too important *not* to talk about." Once shared, your uneasiness can actually be a common bond that makes ongoing communication easier.
- Recall your own early curiosity and questions. Decide whether and how you might want to make the experience of learning about sexuality different for your child. Such recollections may help you understand your child better and could be a starting point for discussion.
- Be positive in discussing sexuality. Avoid total reliance on fear messages. Remember that you want your child to become an adult who takes pleasure in her or his sexuality as well as one who makes responsible sexual decisions.
- Be respectful of your daughter or son. Be as respectful of a young person's personal viewpoints as you want her or him to be of yours—whether you agree or not. An explanation of *why* you disagree is more helpful than put-downs or harsh criticism. Remember that your children consider a variety of differing values in the *process* of developing their own.
- Gather the information you need. The more confident you are about your knowledge, the easier it is to talk. Your public library, local school, religious institution, doctor's office, or family planning clinic are all possible sources of information.
- Answer questions simply and directly when they are asked. If questions are ignored or put off, your child may not ask again. Never laugh at a child's questions. If the question deals with opinions, you might talk about how and why you formed an opinion and ask for your daughter's or

son's point of view. Long-winded sermonizing can cut off future communication.

- Listen carefully to make sure you know what is being asked. Be alert to the possibility of hidden feelings, but don't jump to conclusions about why the question is being asked. For example, if your preteen asks about intercourse, don't assume she or he is actually engaging in this activity.
- After answering a question, ask your child if you've answered it. If not, clarify the question and try again. If so, ask if there are other questions.
- Understand that it's okay not to know all the answers. No one knows all the answers about sexuality, so don't be afraid to admit it when you don't. Instead, you might offer to look up the answer with your daughter or son. The goal is to be "askable" and encourage further communication—not necessarily to be an expert—so *how* you listen and respond is more important than having the right answer.
- Initiate discussions even if no questions are asked. Assume curiosity and interest and take responsibility for bringing up the subject. Be alert for such "teachable moments" as pregnant friends or relatives, animal reproduction, TV programs, and newspaper articles. Even offensive incidents can provide a chance to say that you disapprove and to explain why.
- Be informed about your school's Human Growth and Development program. These programs can complement your efforts and provide excellent opportunities for parent/child discussion.
- Realize that talking with young people about sexuality is not a one-time project. Learning and mutual trust take time; they evolve slowly from ongoing two-way communication.
- Consider other sources of sexuality information. No matter how good the relationship between parent and child, sometimes—for a variety of reasons—talking about sexuality just does not work. So it's important to provide other sources of information—pamphlets, books, videos, and other trusted adults such as family members and friends. As a parent, you are an important sexuality educator for your child, but you don't have to do it alone.

For further information, contact the Wisconsin Adolescent Pregnancy Prevention and Services Board, 16 North Carroll Street, Suite 720, Madison, WI 53703.

*Source: Bonnie Trudell, Ph.D., Department of Curriculum and Instruction, University of Wisconsin-Madison.*

(A, K, P)

# The School-to-Work Transition: Skills Necessary for Employment

Hiring new employees is a serious business for employers. When they consider the applications of high school graduates seeking their first full-time jobs, employers are generally on the look-out for bright and responsible young people who are prepared and ready to contribute something of value to the employer's business. Students can better prepare for their futures by understanding some of the skills that provide the foundation for effective job performance.

## *Academic Skills*

The academic skills that employers expect new employees to possess include

- Reading: the ability to read and comprehend an employee handbook or to handle customer correspondence.
- Writing: the ability to communicate nontechnical information in a clear and concise manner, using good grammar and correct spelling; the ability to understand ideas and communicate them in writing.
- Computer literacy: the ability to understand computer concepts; keyboard skills; ability to acquire and evaluate data.
- Arithmetic: the ability to add, subtract, multiply, and divide without a calculator; the ability to make change and balance a checkbook.
- Language skill: the ability to communicate in grammatical English.
- Technology: the ability to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot technologies.
- Learning: the ability to continue a lifetime pattern of self-improvement and personal growth.
- Reasoning: the ability to put together a number of concepts in a logical form for problem analysis; the ability to draw conclusions; the ability to show good judgment and common sense in decision-making; the ability to think creatively.
- Speaking: the ability to communicate orally in a fluent, grammatical, and persuasive manner
- Organization: the ability to set priorities and manage time effectively
- Listening: the ability to listen for content and emotional meaning and to follow oral instructions.
- Systems: understanding social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems.
- Resource management: the ability to allocate time, money, materials, space, and staff.

## *Behavioral Characteristics*

Employers tend to seek employees who demonstrate the following characteristics:

- concern for others
- ability to work in teams
- ability to work well with people from culturally diverse backgrounds
- commitment to quality
- self-esteem and self-motivation
- dependability, discipline, and a sense of responsibility
- integrity and loyalty
- competitiveness and an orientation to high achievement
- creative thinking and problem solving
- self-management
- acceptance of constructive criticism
- coping skills
- appreciation of the roles of leadership and "followership"
- respect for others—peers as well as those in authority

*Source: Allstate Forum on Public Issues,* Labor Force 2000: Corporate America Responds, *and* What Work Requires of Schools: A SCANS Report for America 2000, *U.S. Department of Labor.*

(P)

# The School-to-College Transition: Gearing Up for College

Graduation from high school is the beginning of independent living for seniors embarking upon a career as well as for those who will begin a new phase of their education as college freshmen.

Most of the available literature on the school-to-college transition deals with requirements for college entrance. However, even students who have conscientiously taken required courses in high school and scored well on standardized admissions tests will encounter new situations they need to be equipped to handle.

University life places a new mantle of responsibility and self-sufficiency on students. Many entering freshmen will be living away from home for the first time—either in a college dormitory or in an off-campus apartment. To some degree, college students are in charge of their own finances, including payment of tuition and fees, handling bills, and maintaining a bank account. With sudden autonomy from parental discipline, college students need to figure out how to balance social and academic life, take care of their own health and nutrition, and succeed in school.

## *How Parents Can Help*

Parents can help to prepare students for college by working with their college-bound children to develop life skills they can rely on when they're on their own. These include

- **Study skills.** In high school, homework is assigned and checked regularly. In many college-level classes, however, students are assigned to do readings or other tasks independently. The professor does not check the work, but when the midterm or final examination rolls around, the student will be expected to have done it.

Many young college students fall into the trap of ignoring homework assignments until shortly before the exam, and then "pulling all-nighters" or cramming frantically to make up for lost time. Such strategies generally result in poor academic performance.

Many painful lessons can be avoided by helping your teenager to be academically responsible long before he/she enters college. Students can learn to keep track of their own assignments, set aside a regular study time, and take good class notes even when they are in high school. By keeping up with homework and assigned reading right from the beginning of a semester, students can identify their own weaknesses in time to get help before it becomes too late. College students who are having difficulty in a subject can get help from college reading, writing, and math labs, as well as from tutors.

- **Financial responsibility.** Some students receive scholarships to attend college. Others take out student loans. Many students receive financial support from their families. Still others take part-time jobs to pay for some of their college expenses. Students, though, generally are responsible for maintaining a bank account, balancing a budget, and making sure that tuition, fees, and bills are paid on time to avoid late fees or more serious problems.

Students should be taught basic financial planning before leaving the shelter of their homes. Some parents open bank accounts for their children well before they are in their teens, but the children also need to be shown how to fill out deposit and withdrawal slips, how to write checks, and how to keep a bank balance up to date. Most teenagers receive allowances, but this is only valuable if the teens are expected to take care of some of their own expenses with the money so that they learn to regulate expenditures and make wise spending choices.

Teenagers should also be shown how to cope with bills for utilities and other services. Paying bills promptly and in full is part of independent living. Teens should be shown how to go about resolving any problems with billing that might arise.

- **Health and nutrition.** When students are away from home for the first time, they take on the responsibility of feeding and caring for themselves. Many teenagers are unaware of the vital importance of regular, balanced meals. Young college students tend to live on "junk food" and a diet high in carbohydrates and proteins, neglecting fresh fruits and vegetables. Some of them try to compensate for the lack by taking daily multi-vitamins, but this is an inadequate substitute.

Parents can involve teenagers in the planning and preparation of daily meals while they are living at home. Shopping, planning a menu, and basic cooking skills should be taught to boys and girls alike. The health-related consequences of improper nutrition should be stressed. Poor eating habits can result in students having low energy, reduced resistance to infection, and poor concentration, which inevitably affect academic performance and general well-being.

- **Social balance.** University campuses offer an exciting variety of cultural and recreational activities. Students should certainly take advantage of these while they are attending the university. However, the thrill of a new social environment and unfamiliar freedom from parent-imposed curfews could distract students from their schoolwork. Teens should be aware of the need to strike a reasonable balance between school and play. They can learn to set their own schedules for studying as well as for fun—and even to combine the two by forming study groups or finding study partners. Ultimately, they need to realize that a happy mix of social and academic life will give them the most productive and valuable college experience.

College life can be fun, challenging, and ultimately rewarding to young students who are prepared to deal with new situations in mature and realistic ways. Parents can do a lot to ensure that their children succeed in college by teaching them the basic skills they will need to carry them from their first semester through graduation.

For more information, talk to a high school counselor or to a university recruitment counselor.

(K, P)

# Consider Nontraditional Careers!

Preparing for the school-to-work transition is one of the more important tasks to be accomplished as educators work with students in public education. The process of selecting a potential career path should be a student's goal before graduation from high school.

Family members and educators might wish to support and encourage a student's efforts to pursue a career in a nontraditional field. Particularly for women, nontraditional careers may provide tremendous benefits. Some advantages of nontraditional work for women include

- an opportunity for better pay, as jobs traditionally held by men do pay better.
- an established pattern for advancement, since many jobs are unionized.
- fringe benefits and other items of job security are available.
- a feeling of satisfaction about the work itself (interviews with women who hold jobs in the skilled trades area indicate that there is tremendous satisfaction with being a part of constructing something "lasting").
- education and training are often required for specialized trade areas, and often workers are paid for on-the-job training and thus can "earn while they learn."
- there is a potential for overtime work and varying pay scales depending on the shift worked.
- an employee may have a greater variety of schedules or shifts from which to choose.

Positive steps may need to be taken to revise and supplement the school curriculum in order to address and meet the interests and needs of students who have not traditionally enrolled in particular courses. Educators might wish to consider some specific strategies to make sure that the curriculum attracts and meets the needs of both male and female students. Examples of specific strategies include

- Recruitment strategies specifically aimed at nontraditional students. These strategies should increase their knowledge of certain occupations, opportunities, and skills which have been considered appropriate only for "traditional students" in the past.
- Availability of role models in a variety of nontraditional occupations, including both entry level and advanced jobs. Community and family members could provide strong examples of these.
- Examination and change in the classroom environment to eliminate "one sex only" images and promote messages that encourage participation by nontraditional students.
- Supplementation of the curriculum concerning the changing roles of both females and males.
- Examination and neutralization of any forms of sex bias, especially communication/linguistic bias, by teachers, students, and families.

Studies of women in nontraditional careers indicate that having a strong role model/mentor, either an educator or a close family member, is what prompts many young women to begin considering nontraditional career options. By supporting the efforts of students to look at a variety of career options and by ensuring that the curriculum is as gender free as possible, family members and educators can work together to promote career selections which at least consider the option of a nontraditional career path.

*Source: Barbara L. Schuler, Vocational Equity Consultant, Bureau for Vocational Equity, Wisconsin Department of Public Instruction*

# The School-to-Work Transition: Transitioning Students With Disabilities

In today's world, people with disabilities are becoming part of mainstream life. Since special educators work with students who will be seeking employment and independent lifestyles, it is important that educators be able to help individuals with disabilities understand their career potential, their talents and interests, and their rights.

Transition from school into the workplace has long been an issue of significance to people with disabilities and their families. These citizens have often experienced personally the painful disappointments of seeing their hopes and dreams fade as a result of limited opportunity and lack of support and guidance.

However, people with disabilities can attain their goals with the proper planning and preparation. Educators can work with parents to plan and facilitate the school-to-work transition of students with handicapping conditions. Most parents of teenagers have difficulty acknowledging the fast-approaching age of independence. It is even more difficult for parents of a child with a disability. For the most part, these parents' sons and daughters have been more dependent than other children. To assist in the development of independence and begin the career planning process, it is recommended that parents and teachers work closely with the student to develop a long-range plan for the student's future.

## *Suggested Parent Strategies*

- Be aware of your son's or daughter's interests related to the world of work. Discuss realistic choices when looking at career options. Help them to realize their strengths and limitations.
- Keep the child's interests in mind when choosing school courses. Vocationally related goals should be part of the Individualized Education Program (IEP). You have a right to be active and vocal in helping to prepare your child for his/her future.
- Help your son or daughter understand his/her particular disability. Teach your children to be their own best advocates.
- Encourage appropriate behaviors and skills that will become vital in the real world, e.g. punctuality, reliability, communication, getting along with others, etc.
- Provide your children with opportunities to be independent by allowing them to assume appropriate responsibilities as they grow older.
- Be aware and informed of what's available after graduation and start planning early.
- By all means, ask questions and communicate—with your children, their teachers, and other parents.

## *Facilitating Transition: Questions To Ask*

1. Where will my son/daughter be upon graduation?
2. Will he/she have a job?
3. What type of job?
4. If not, what will he/she be doing instead?
5. What type of preparation will he/she need to obtain a job?
6. Will he/she need special services to enter the world of work?
7. Will he/she live at home or elsewhere?
8. Are other means of financial support available for him/her?
9. What skills will he/she need to live independently?
10. Will he/she have adequate insurance and medical coverage?
11. Will he/she have an active social life?
12. What types of transportation will he/she have access to?
13. How can he/she develop a more active social life?
14. What special services are available to him/her?
15. What recreational skills does he/she possess?
16. What areas of recreation does he/she enjoy?

*Source: Information compiled from the Minnesota Department of Education and from the Institute on Community Integration, 6 Pattee Hall, 150 Pillsbury Drive, University of Minnesota, Minneapolis, MN 55455. For more information, Contact your local Special Education coordinator.*

# Substance Abuse Prevention Through the Years: A Guide for Parents

Alcohol and other drug abuse is a problem that affects everyone in our society, directly or indirectly. It knows no boundaries: it does not discriminate on the basis of age, race, gender, or socioeconomic status. Parents sometimes have difficulty believing that their children might use alcohol or other drugs. However, recent studies indicate that 53 percent of Wisconsin's sixth-graders use alcohol and report their first use of it to be in grade 5 or earlier. In addition, 94 percent of our high-school seniors use or have used alcohol, and 47 percent of them use or have used an illicit drug.

## *What can parents do?*

Parents can take an active role in substance abuse prevention, starting from a child's earliest years by

- educating themselves about alcohol and other drugs. Parents should know the effects of alcohol and other drugs, what they look like, and how they are taken.
- talking with their children about alcohol and other drugs. Parents can intervene to change mistaken ideas obtained from peers or the media.
- learning to really listen to their children. Children are more likely to communicate when they receive positive verbal and nonverbal cues that show their parents are listening to them.
- helping their children feel good about themselves. A child's self-esteem can be strengthened when efforts are praised and corrections are made by criticizing an action rather than the child
- helping their children deal with peer pressure. Parents may assist their children in learning refusal skills and communication skills to help them say "No" effectively.
- helping their children develop strong values. A strong value system can give children the courage to make decisions based on fact rather than pressure from friends.
- developing family policies that help children say "No." Family meetings are good opportunities to establish boundaries and limits, as well as communicate clear expectations regarding nonuse of drugs.
- encouraging healthy, creative activities. Parents can encourage their children to engage in hobbies, school events, and other activities that may prevent them from experimenting with alcohol, tobacco, or other drugs out of boredom.
- teaming up with other parents. When parents join together in support groups, they can take steps that will reinforce the guidance they provide at home.

*Source:* Growing Up Drug-Free: A Parent's Guide to Prevention. *U. S. Department of Education.*

(A, K, C)

# Libraries in Transition: The Relationship Between Libraries and Our Changing Society

We live in a global economy. For our nation to maintain and improve the quality of life we now enjoy, it is imperative that we be able to compete with other nations in this global economy. Access to information is a key element in maintaining an edge in the international marketplace. As our economy continues its transition from a manufacturing economy to an information and service based economy and one that relies increasingly on technology, there is a need to provide better and more sophisticated training and retraining for the American work force. Set against the need for a better trained work force is the reality of a growing population of functionally illiterate people in our society.

We need to recognize the fact that information is one of the world's most important commodities. As repositories of information, libraries of all types can and do contribute to both individual and business productivity, which in turn contribute to the quality of life we enjoy as residents of Wisconsin and the United States.

## *Libraries and Lifelong Learning*

All types of libraries contribute to the lifelong learning process which is essential for individuals to participate productively in our economy and our society in general. Public libraries, elementary and secondary school library media centers, vocational and technical school libraries, and academic libraries are an integral part of the formal education process which prepares our citizens to function at their full potential in our society. The availability of good libraries also plays an important role in the quality of life for our nation's citizens by providing information and inspiration.

## *Libraries and Education for Employment*

School library media centers, especially at the high-school level, support the vocational education curriculum of the school with a variety of learning resources including microcomputer-based software programs as well as books and other materials. Vocational and technical school libraries have a primary mission to support a curriculum that prepares people to engage in productive employment. Public libraries provide work-related resources to all people, whether they are enrolled in formal education programs or not.

## *Libraries and the Teaching of Information Skills*

People who work in businesses need timely access to reliable information to be productive and successful. Libraries provide not only access but the training for individuals to use and interpret the information they require. Elementary and secondary libraries integrate comprehensive library skills instruction programs into classroom curriculums to prepare students to use electronic technology as well as traditional printed resources. All libraries provide individualized assistance in using catalogs, indexes, reference tools, and other resources, some of which require computers and special equipment.

## *Libraries and the Sharing of Information and Resources*

Arrangements and mechanisms for cooperation and resource sharing among all types of libraries are an important factor in providing timely and reliable information to individuals and businesses. A major mechanism for resource sharing in Wisconsin is WISCAT, the statewide electronic catalog of the collections of over 750 contributing school, public, academic, and special libraries. Wisconsin's Public Library Systems provide the formal networks that support interlibrary cooperation.

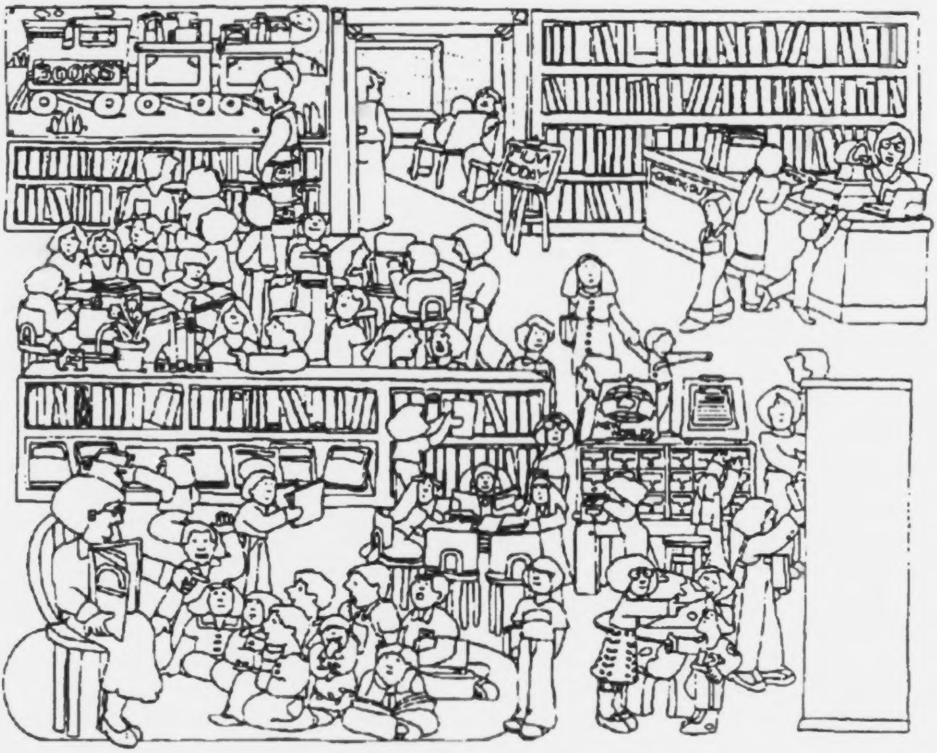
## *Libraries and Family Literacy*

Illiteracy is cyclical: if parents have poor reading skills, their children are likely to be similarly disadvantaged. A traditional strength of libraries is service to children, and most Wisconsin libraries offer children's story hours and other programs to build children's reading skills and interest in good literature. In the past few years there has been a growing realization among both school and public librarians that children who don't attend the library programs designed for them are often from "at-risk" families: low-income families, single parent families, those with abuse problems, and those where adults lack basic skills.

More and more, school and public library efforts to make readers of these children include related programming on the skills and value of family reading for their parents or caregivers. While an important purpose of such programming is to model reading behavior for children, it also provides an excellent strategy for getting the attention of parents in need of literacy instruction. A true "family literacy" program will refer participating adults who need such training to the appropriate providers.

The component parts of a family literacy program—where children are introduced to the world of books, their parents or the significant adults in their lives become aware of literacy instruction and how to obtain it, and both generations enjoy reading together—are traditional activities for libraries.

*Source: Background Papers: Library Roles in Increasing Productivity, Expanding Literacy, and Strengthening Democracy. Wisconsin Pre-White House Conference on Library and Information Services, 1991. Wisconsin Department of Public Instruction.*



# Quotations

"During children's formative years, a foundation for learning is laid that can predict the course of their future. The more we do for children and their parents, the better chance we have of achieving the goal of keeping children in school."

— Herbert J. Grover
Wisconsin State Superintendent

"The education revolution needs vision and guidance. We believe this will occur only by rethinking and restructuring vocational and academic education through curriculum leadership and by forging a new relationships between school and the world of work. Our schools must help all students gain the ability to solve on-the-job problems quickly, without a supervisor's input; to set goals and achieve them without supervision; to use oral communication to supervise work; to absorb and apply new information rapidly; and to negotiate with others and work cooperatively in team situations."

— Herbert J. Grover
Wisconsin State Superintendent

"If you think education is expensive, try ignorance."

— Derek Bok
President, Harvard University

"Education is what survives when what has been learnt has been forgotten."

— B.F. Skinner
American Psychologist

"Education commences at the mother's knee, and every word spoken within the hearsay of little children tends toward the formation of character."

— Hosea Ballou
Author

"The truth of it is, the first rudiments of education are given indiscreetly by most parents."

— Sir Richard Steele
British Writer

"If your child doesn't regard learning as critical in life, your child won't get a good education even in the best of schools. You, as a parent, are far more critical to instilling these values in your child than the best teacher. Does this mean the parent must be skilled as a teacher? No. It means the parent must inspire in the child an understanding of both the advantage and the joy of learning."

— William Proxmire
Former U. S. Senator

"Research and common sense tell us that not even the best school can do all the educating of its students. American schools have accomplished a great deal. But the time is long overdue to recognize that out-of-school factors, especially family influences, play the determining role in student achievement."

— Dorothy Rich
President, Home and School
Institute

# Transitions

## *References to 1987-91*

This listing of articles is included for easy cross-reference of materials related to this quarter's topic. References to 1987-88, The Year of the Family in Education, are followed by references to 1988-89, Our Children—Wisconsin Cares, 1989-90, The Year of Community Partnerships, and 1990-91, Educating Everyone Takes Everyone.

Following each list are letters denoting the target audiences:

A = Administrators
C = Community, Families in Education
K = K-12 Staff
P = Parents

## *References to 1987-88 (Gold Packets)*

"Who Says Our Home is Broken?" September (K, P)

"Help Your Child Become a Better Reader" November (P)

"Becoming a Nation of Readers" November (C, P)

"Special Report on Family Togetherness" December (K, C, P)

"Special Report on Taking Care: A Way of Life" January (A, C, F, P)

"Families At Work" February (A, K)

"Special Report on After-School Care" February (A, K, C, P)

"Business Programs" February (A, K, F, P)

"Classroom Activities: The Family at Work" February (A, K)

"Tips for Working Families" February (C, P)

"Communication Within Families" February (K, C, P)

"Parents, Teenagers, and Parties" April (P)

"Kids On Their Own: A Guide for Parents and Kids" June/July (P)

"Getting Ready for School—At All Levels" August (P)

"The First Day of School: A Checklist for Parents" August (P)

## *References to 1988-89 (Green Packet)*

"Parents Get Involved Early" December/January/February (A, K)

"Saving the Family Meal" December/January/February (P)

"Parent Involvement: The Challenge for Today's Schools" December/January/February (A, K)

"Learning About Parenting" December/January/February (A, K)

"Life, Living, and Learning in the Teen Years" March/April/May (A, C, K, P)

"Caring For Our Children" June/July/August (A, C, K, P)

## *References to 1988-89 (Red Packet)*

"Dear Parent: Feel Comfortable With Computers" October (P)

"New Parents as Teachers" November (A, K)

"Is Your Teenager Planning a Party?" (P)

"Dear Parent: How Parents Can Help Their Children With Career Planning" February (P)

"Developing Multicultural Awareness in Children" March (A, K, C, P)

"Share the Hmong Culture in Your School" March (A, K)

"Understanding American Indian Culture and Values" March (A, K)

"Sharing African Culture" March (K)

"What Can a School Music Program Offer Your Child?" (P)

"What Early Teens Worry About" April (K, P)

"Divorce and Remarriage: How They Affect Children" May (A, K)

"Divorce: Parents' Rights and Children's Feelings" May (P)

## *References to 1990-91 (Purple Packet)*

"Family and Cultural Diversity" First Quarter (A, C, K, P)

"Start Planning Your Future" Second Quarter (K, P)

"Teens In Your Family? Read This!" Second Quarter (P)

"Boost Children's Self Esteem" Fourth Quarter (K, P)

"What Children Should Know Before They Attend Kindergarten/Lo Que Los Ninos Deben Saber Antes De Entrar Al Kinder" Fourth Quarter (P)

"Characteristics of Teen Cults" Fourth Quarter (K, P)

"Until There's A Home, There's 'A Child's Place'" Fourth Quarter (A, K)

"Working With Families Who Live in Poverty" Fourth Quarter (A, K)

"Associations Working With Populations of Families for Whom English is a Second Language" Fourth Quarter (A, K)

# Resources

This list of resource materials addresses contemporary issues in education, society, family dynamics, and child development.

## *Audiovisual Media*

**Parents as Partners in Reading: A Family Literacy Training Program**
**Books Kids Love; A Parent's Easy Guide to Great Children's Books and Shared Reading**
**Read to Me: Libraries, Books, and Your Baby**

These and other instructional videocassettes on literacy and reading are available for loan from the Wisconsin Reference and Loan Library. Wisconsin libraries and library patrons may borrow these materials at no charge through established interlibrary loan channels. School librarians, media specialists, and teachers should make interlibrary loan requests through the local public library or library system headquarters.

## *Print Media*

### Helping Your Child At Home . . . (K-8 series)

Macmillan/McGraw-Hill's new parent-child series is designed to provide parents or guardians of school-age children with fun, easy-to-do home activities to assist children with mathematics and science. The books provide a simple way to encourage parent involvement in these subject areas. More information on the books is available from:
Macmillan/McGraw-Hill School Division
4635 Hilton Corporate Drive
Columbus, OH 43232-4151
(615) 759-6600

### Especially for Parents of School-Age Children

This brochure provides a list of publications developed by the University of Wisconsin-Extension especially for parents and guardians of school-age children. Publications listed include, "Your Preschooler," "Your Child 6 to 11," "Living With Your Teenager," "Balancing Work and Family Life," and other titles. Contact your county UW-Extension office for ordering information.

### Families and Education: An Educator's Resource for Family Involvement

This handbook contains practical tips and strategies to help educators establish successful home-school communication. It contains reproducible handouts, evaluation instruments, classroom activities with home components, and much more. To order, send a check or money order for $8 plus $3.50 shipping and handling to:
Publication Sales
Wisconsin Department of Public Instruction
Draw 179
Milwaukee, WI 53293-0179
For Visa or Mastercard orders, call (800) 243-8782.

## *Resource Centers*

The Johns Hopkins University
Center on Families, Communities, Schools, and Children's Learning
3505 N. Charles Street
Baltimore, MD 21218
(301) 338-7570

## *Speakers*

### Speakers Bureaus

Local hospital corporations or medical insurance companies may have a speakers' bureau with names of health professionals interested in addressing teachers, administrators, and families on issues pertaining to family involvement in education, child development, learning disabilities, and so on. In the Madison area, the Physicians Plus Speakers Bureau (contact: Amy Jackson, (608) 282-8510) provides this community service.

## Sample Information Release

(adapt to your needs and retype on district letterhead)

Local contact: (name, title, telephone number)

### SCHOOLS FOCUS ON PREPARING STUDENTS FOR HIGH-TECH WORK FORCE

To prepare all students to live and work in today's high- tech environment, the (name of school district) is taking steps to ensure that graduating students have the skills to cope with the realities of the modern world. Technology education is a vital part of this educational process.

American industry is undergoing a dramatic change of pace in manufacturing and communication technology. The (name of school district) recognizes the need for students to leave school equipped to understand and use technology to perform their jobs and make informed decisions.

In the school district, the (name of program teaching students tehnological and employment skills) provides students with the opportunity for hands-on experience of the work world. (Fill in details of the program.)

"The United States—indeed, the world—is in the midst of enormous technological change that is drastically affecting the way we live and work," said Herbert J. Grover, State Superintendent of Public Instruction. "If we are going to direct technology for the good of all citizens, people must understand technology as a part of everyday lives. That's why teaching about technology and its impact on all of us is of vital importance at all grade levels in our schools."

"Education's response to technological progress must be driven by the fact that technology's cutting edge is constantly in flux," added (name of district administrator). "The (name of school district) is committed to ensuring the international competitiveness and success of all our students."

# Sample Public Service Announcements

(Adapt and retype on district letterhead)

Approximately 45 seconds

MAN: Snips and snails and puppy dogs' tails
That's what little boys are made of

WOMAN: Sugar and spice and all things nice
That's what little girls are made of.

ANNOUNCER: Long before they ever start school, young people are bombarded with messages telling them who they are . . . how they should behave . . . what they can and cannot do. But in today's world, men and women can achieve success in fields that were unattainable for their fathers and mothers. At (name of school), we believe that every individual is unique and has an equal chance of success in any chosen profession. We want to open the world up to young men and women alike. So if your daughter wants to be a rocket scientist when she grows up . . . we'll be happy to help her. Visit your school to find out more about nontraditional career options.

* * *

Approximately 30 seconds

Doesn't it seem like it was only yesterday that your child said her first word . . . or took his first step? Children seem to grow up so fast, and along the way they transform from babies into young adults. You and your child's teacher can work together to guide and support your child through each stage of development. Families and schools together can ease the way for kids on the brink of a new phase of growth. Call your child's teacher today to find out how you can work with the school to make the roller-coaster ride of growing up a little less hair-raising—for everyone.

Families in Education

## Table of Contents

### Second Quarter

# Schools and Communities: Partners for a Strong America

All articles in this packet are coded according to their target audiences. The codes are: A=Administrators; K=K-12 staff; C=Community/Families in Education, parent involvement committees; P=Parents/Guardians.

**Building Community Partnerships** (A, K, C)
Interagency partnerships within communities are a simple but effective way of addressing community needs using every available resource. This short article discusses how to launch successful school-community partnership programs.

**School-Community Partnerships: Ten Good Ways for Schools to Reach Out to Their Communities** (A, K)
Educator James L. Leary of the Adrian, Michigan, public schools lists ten straightforward strategies for establishing better school-community communication.

**How Schools Belong to the Community/How Can the Community be Part of the Schools?** (A, K, C, P)
This one-page handout looks at the flip sides of school-community relations.

**Linking the Generations** (A, K, P)
Intergenerational programs are a positive and powerful way to unite school children with older community residents. This article provides an overview of the tremendous benefits of such initiatives.

**YOST: A Program Creating Intergenerational Understanding** (A, K, C, P)
In Wisconsin's Waterloo School District, young and old people have learned to stick together by participating in an innovative program to bridge the generation gap.

**CEO Program Prepares Kids for the Future** (C, K, P)
The Career Exploration Program gives underprivileged teenagers in Waukesha an opportunity to explore a variety of career options. The CEO Program provides community leaders with an opportunity to help high-school students become productive and employable citizens.

**One on One: Milwaukee's Teen Initiative Binds School and Community Together** (C, A, P)
In Milwaukee, volunteer mentors provide positive role models for teenagers at risk of failing or dropping out of school. Mentors are part of a unique team of businesses, schools, and community organizations working together to help young people. The program could serve as a model for any school district.

**School Volunteer Information Form** (A, K)
Volunteering in the schools is one of the best ways that community members can participate in education. This one-page form can be adapted for use by schools in recruiting volunteers.

**Reaching the Community Through the Magic of Theatre** (C)
There's no business like show business for bringing schools and communities together in fun and creative ways, as the Unity School District has discovered with Playhouse 46.

The Wisconsin Department of Public Instruction does not discriminate on the basis
of race, color, religion, sex, national origin, age, or handicap.

**Dear Parent: Libraries Are a Vital Community Resource** (P)

Every community offers parents and children a wealth of programs, resources, and services through its public library—and best of all, they're absolutely free. This letter can be sent home to parents as a reminder of what libraries can offer.

**Reaching Out to the Community: The Janesville Communications Network** (A)

In the Janesville School District, the superintendent has found a way to involve community leaders in the schools that has been met with enthusiasm and interest. This article reveals the secrets of Janesville's success.

**School/Business Partnership Planning Ideas** (A, C, K)

School/business partnerships can be mutually beneficial ways to strengthen schools and area commerce simultaneously. These tips from NSPRA suggest some ways to begin and implement such collaborations.

**A Winning Combination: Hardee's Restaurants and Families in Education** (A, C, K)

Hardee's of Wisconsin has been the leading corporate sponsor of Families in Education since 1987-88. This article points to some of the ways that Hardee's restaurants in the Racine area have been involved in local schools. These programs could serve as examples of projects to be launched in other Wisconsin school districts where there are participating Hardee's franchises.

**Schools as Community Centers** (A, K)

Schools can provide a focal point for numerous community activities. School-based community centers are a great way to bring area residents into the schools and create a sense of community ownership. The Williamston, Michigan, School District's effort provides an example of a successful community center.

**Ideas for Parents: Citizenship Activities** (P)

A central purpose of public school education is to develop enlightened citizens who can function effectively as members of the community. Here are some activities parents can do with their children to foster a sense of community spirit.

**Suggested Activities for American Education Week** (K)

Nov. 17 to Nov. 23 has been designated as American Education Week. The week's theme is "Schools and Communities: Partners for a Strong America." The tips in this article suggest events and activities to promote this theme in your school and community.

**Public Relations Ideas: Ways to Get in Touch With Your Community** (A, K, C)

Nine simple ways for schools to elicit community feedback.

**Quotations**

These quotations may be used in newsletters, articles, speeches, and on bulletin boards.

**References to 1987-91**

Use these convenient references to find related articles in the packets produced in 1987-88 (Year of the Family in Education), 1988-89 (Our Children . . . Wisconsin Cares), 1989-90 (The Year of Community Partnerships), and 1990-91 (Educating Everyone Takes Everyone).

**Resources**

This is a selection of print, audiovisual, and other resources pertaining to school-community partnerships.

**Media Materials**

Use the press release and public service announcements as part of your public awareness campaign for American Education Week.

(A, K, C)

# Building Community Partnerships

An idea that has the potential to change the fabric of life in communities throughout the United States is emerging in small towns and large cities, in urban neighborhoods and in rural areas, in suburban communities and within the borders of government districts.

The idea is simple but powerful: the creation of partnerships to share resources in addressing the critical issues of community life. Increasingly, communities are being asked to take responsibility for finding solutions to a variety of social, economic, and educational concerns. The response of several communities in the country has been to address and tackle the problem of providing for local needs at the local level through the development of community partnerships.

The partnerships are made up of schools, industry, business, labor, health care providers, social service agencies, governmental units, and other community groups that join together to identify community issues and problems and to share resources in efforts to address the issues and solve the problems.

## *The Need for Community Partnerships*

None of us requires a lecture to raise our consciousness about the problems caused by a declining economy. We feel the bite within our own programs and we see many of the visible effects of reduced budgets and cut-backs in programs within our own communities. While hardships may vary in intensity from community to community, no single community has escaped the realities of federal, state, and local reductions in funding. Few communities have not felt the jarring effect caused by failed businesses and increased unemployment. Most communities feel the ripple effect that results from reduced funding and unemployment—increased family problems, increased social welfare needs, overworked agencies, and general feelings of discontent and fear.

No single organization or group has ever been able to address all the problems and concerns of a community.

A community partnership is one of the best ways to effect local change. When agencies—educational, governmental, social service, service clubs, business, labor—come together to look at and plan for the needs and concerns of the entire community, the possibility for increasing service coverage without increasing costs, staff, or time is greatly enhanced. In addition, the partners can support and reinforce each other's goals and programs, strengthening one another while serving the whole community.

A partnership or a combination of individual partnership arrangements made up of agencies, organizations, and groups that serve the community can achieve some or all of the following results:

- Agencies and institutions cooperate to deliver improved services to the total community.
- Community resources, material and human, are used to enhance and enrich the school's curriculum.
- Large numbers of citizens are participating actively to help solve community problems.
- A total community plan is developed that coordinates the efforts and activities of education, business, government, social service providers, and community service groups.
- Volunteers help deliver community services.
- Schools and other community agencies become more responsive to parents and other community members.
- Broad-based community support exists for schools and for other community agencies.
- The community works together to solve its problems.

## *Critical Ingredients for Partnerships*

Community partnerships can become a reality in every city, town, rural area, suburb, and neighborhood in the United States. Four things are necessary to develop community partnerships.

**Desire.** The desire to create a community partnership can come from any individual or group in the community. The desire is fostered by an awareness that constant new problems and needs are falling on the shoulders of the community and that existing methods for dealing with such problems are not sufficient.

**Decision.** When there is sufficient interest and desire to investigate the possibility of developing a partnership structure within a community, a decision to formalize the interest and desire must be made. The success of community partnerships depend to a high degree on the support that has been created for the venture, the reputation of the initiator, and the amount of promotion that takes place.

**Design.** The structure of a partnership project should not be decided upon before the partners convene. Partnership implies equality of input, planning, and responsibility. No participant will take ownership of a project that appears to be the creation of some other group. In most community partnership projects, the design is loosely structured. As the meetings progress and communication and comfort level improves, the design takes on more structure—with specific agendas, task force assignments, and so on.

**Determination.** The fourth critical ingredient for success ensures that the decisions and enthusiasm generated at initial planning meetings continues so that plans are actually implemented. Social change and institutional change occur slowly and we must be aware of this fact. The most important thing to remember when creating community partnerships is to create a plan for continued communication, cooperation, and revision of direction, if necessary.

## How to Make It Happen

The following checklist for developing community partnerships is general in its approach and should be considered as an outline that can be applied to specific community situations and interests.

- A planning team or steering committee plans the initial partnership meeting.
- The planning team decides when, where, and how to set up the first partnership meeting. If Community Education is to serve as a convener of the partnership, the logical sponsoring agent is the school board or the superintendent of schools.
- Support is developed for the project: before invitations are sent out for the initial meeting, key leaders in the community are appprised of the plans for the project. Interest in the project is promoted in the community and among potential participants.
- The agenda is set for the initial meeting. The meeting's content, the method of conducting the meeting, and the environment of the meeting are planned.
- At the meeting, the partnership participants determine the focus of the partnership, develop an action plan, and organize a structure to carry out the action plan.
- Additional meetings/follow-up activities are scheduled for the purpose of reporting, evaluating, and further planning.

*Sources:*

Kerns, Marilyn, and Stanley, Martha. *It Can Happen! It Has Happened! Building Community Partnerships Through Community Education.* State of Minnesota, Department of Education, Community Education Section.

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(A, K)

# School-Community Partnerships: Ten Good Ways for Schools to Reach Out to Their Communities

New forms of school-community partnerships are evolving at an accelerated pace. It is essential that educators not only realize the long-term advantage of these relationships but also take a leadership role in modeling a reciprocal process of commitment to the community. Currently, the primary moves to "reach out" have been made by businesses following exploratory meetings with school representatives. These "adopt-a-school" services are helpful for achieving short-term goals but may lead school systems into dependency relationships.

## *The School's Challenge*

Principals and teachers continually search for ways to entice parents to attend an open house and engage in school activities, or to get local companies to "adopt" them. A flaw in this model is that it forms a one-way relationship. What schools need is a lasting two-directional process that reaches the entire community.

Schools should initiate their own outreach partnerships. Educators and students must offer the community their time, talent, and skills to meet community needs or to provide new insights into business and community interests and concerns. The degree to which educators assume responsibility for this critical role will directly affect the function and direction of school systems in the 1990s.

Following are ten briefly described ideas for reaching out to the community.

**1. Sponsor a senior citizen prom.** This is an excellent project for a high school student government. It can include students in grades 9 through 12. Since anticipation is as much fun for these long-living folks as the prom itself, it is best to plan this project over a three-month period and let the senior citizens participate in the selection of a band, type of music, theme, decorations, food, and similar details. Local florists will gladly donate carnations for corsages. It is helpful to also sponsor a senior citizen breakfast in the high school cafeteria about two weeks before the prom in order for as many students and senior citizens as possible to get acquainted. This gives both groups a few individuals to look forward to seeing at the prom, and the breakfast really sets the tone for a good time!

Depending on local conditions, public or private transportation is willingly provided once a need becomes known. After you have sponsored your first senior citizen prom (we call ours "Spring Fling"), it will become an annual event that will be a highlight for all who participate.

**2. Set up displays in empty storefronts.** This is a certain win-win model for community outreach. Usually one school adopts an empty or seldom-used store window display area. Every month a different teacher works with a class to set up a display of student work, along with school pictures, records of achievement awards, or whatever other creative ideas emerge. This excellent no-cost public relations opportunity brings parents to the area to view the display and can in turn help generate local business.

**3. Adopt a service club.** A single school or student organization can adopt the local Rotary, Kiwanis, Civitan, Lions, etc., Club. Students can assist with annual projects, entertainment, decorations, or perhaps speakers. Our National Honor Society has adopted a Rotary Club and supplied it with human resources for its major community projects. This brings students into direct contact with civic leaders and forms an excellent relationship among the students, the school, and the organization being served.

It has been our experience that the civic clubs that students have adopted are continually on the look-out for ways to give something back to the students. They are eager to cover expenses necessary to carry out such activities as the prom or empty storefront displays. While nothing is requested from any adopted service club, our local clubs have voluntarily contributed more than $70,000 to school-community programs over the past four years.

**4. Adopt a business.** Students in nearly all grades can participate in this partnership. Plans vary greatly from elementary to high school, but the results are similar. A teacher or administrator first contacts a business the students have chosen for potential adoption and explains what an adoption means for the businessperson. This initial contact is essential because these are sometimes unique situations in which a franchise agreement, the size of the business, or other circumstances preclude adoption. Business owners can explain this to an adult but simply cannot say no to an enthusiastic third grader.

The students are provided space to display their art, photography, shop, or other projects. Older students work with businesses to advise them on the types of clothing, music, cosmetics, etc., they are currently buying to assist merchants with their purchasing decisions. As the project expands, high-school students often supply a work force for outdoor cleanup, window washing, flower planting, painting, or whatever else an owner and the students deem necessary to improve a store's appearance in the community.

Such side benefits as a reduction in vandalism and store theft are significant. The theme of this and all the models described here is to give service to the community while asking nothing in return. The voluntary response by the community—to want to do things for students and their schools—far exceeds the effort put forth by students, staff, and administration.

**5. Set up administrative meetings in business locations.** Rather than hold monthly districtwide administrative meetings in the board of education building, school administrators can schedule four or five meetings a year at a local business facility. In the Adrian, Michigan, Public Schools, by holding the administrative agenda to one-half hour, an hour is allotted for the host business to talk about their company, hand out literature, conduct a tour, or whatever else the company executives wish to do. Meetings start at 3 p.m. and conclude officially at 4:30, but the majority of administrators are still visiting in small groups with business representatives until well past 5 p.m.

A rule that is followed during these visits is not to appear to be promoting the school system. Instead, the focus is to listen and learn as much as possible about each business and its employees. School personnel have found that the business community has gained a new level of respect for the school administrative staff as a result of these meetings. In its four-year experience, the Adrian School District has never been turned down by any company, large or small; in fact, since midway through the first year, businesses have been waiting in line to host a meeting.

**6. Adopt a nursing home.** This is an excellent community activity for middle or high schools located within a five-minute walk of a nursing home. After receiving administrative approval, about 25 students get written permission from their parents to be released from a midday study hall once a week. Each day, five students go to the nursing home to serve food, play cards, read, or chat with the residents. Parents of the students involved in this activity strongly support continuation of the program, and all participants benefit. Students who get involved in discussions with the residents are often seen dashing back to the nursing home after school to hear what it was like to live without a car or a television set, or during World War II. One student wrote an article about a former resident of Germany who gave a vivid description of crawling out of a movie theatre during a bombing raid. No history textbook could have competed with that live account. This is an uncomplicated outreach model that provides rich rewards.

**7. Provide a school brochure for realtors and businesses.** The first person a family often meets when considering a move to a new community is a local realtor. Since people tend, as a rule, to be down on those things they are not up on, it is important that all citizens, including realtors, be well informed about a school system. Representatives of the local realtors association can identify the questions most often asked by new citizens, and a brochure can be designed to answer them. Statistical data may be supplemented by newspaper clippings about the school system. Extra copies of the brochure should be placed in professional office waiting rooms. The personal and professional approach taken in developing and distributing this brochure will set the tone for the attitudes of realtors and new residents. It is not necessary to spend a lot of money on printing; clippings are more believable if they are reproduced on a copy machine. An attractive cover and binding will help make a good impression.

**8. Host an election.** In nearly every school district, some of the buildings are used for general and school elections. Instead of simply opening the gymnasium for voting machines and placing a precinct sign outside the school, the school staff can make the voters their guests on election day.

Students from about the fourth grade up are magnificent at hosting elections. Depending on the anticipated voter turnout, a given number of students may greet voters at the door and welcome them to the school. The students, each with a name badge, can then escort the voters to the voting area. After voting, citizens may be invited to spend a few minutes in a classroom, see the principal, or visit with friends in the lobby over a fresh cup of coffee or tea and homemade cookies. Some voters simply enjoy a brief walk in the halls to see the student work on display. If the voting lines are long, refreshments may be offered while voters stand in line. In some instances, voters can choose to receive a number; students then stand in line for them while they visit classrooms until it is their turn to vote.

The letters of appreciation from voters are heartwarming. This type of outreach is so unexpected that even the busiest or most hectic voter takes a moment to respond to the smile of a courteous, enthusiastic student.

**9. Showcase a business.** At the middle and high school levels, discussions about careers take on greater meaning when students define the types of business or organizations that might interest them. It is also important to recognize that some jobs do not rank high on the students' priority list.

Businesses may be invited to set up a display for a week in a prominent, secure place in the school. Some companies will send a person to the school to discuss their business with the students and talk about the types of jobs available. Before the school invites a person to spend a day, it is essential to make arrangements to allow certain classes to be available during the time the guest is present. Students should be assigned to assist the guest throughout the day, have lunch with him or her, and do whatever is possible to make the business representative feel at home.

**10. Make school hallways available to senior citizens.** This model is especially appropriate for elementary schools in districts that have extended periods of inclement weather. Not every retired person can travel to a warm, dry climate, and some are not able to drive to shopping malls for diversion and exercise. One or two hours may be set aside each day for retired people who need exercise to walk in the nearest school. Entering an assigned door, they go to their designated area, which has a few chairs, a small table, and hot water for instant coffee or tea. Many enjoy walking the hallways for up to an hour. Everyone makes them feel welcome. Through brief conversations with students or teachers, they may be invited to visit a classroom and often become valuable resources.

If a storm develops during "walking time," teachers, students, and principals soon become aware of the need to help some of the older people return home. An opportunity to have a couple of older elementary youngsters escort a person home should not be overlooked. Not only do intergenerational friendships develop, student often volunteer to run errands, shovel snow, rake leaves, and perform other helpful services.

There is no limit to the responsible actions a local school district of any size can take to implement highly successful community outreach projects at little or not cost. *If an idea appears to contain an element of risk, keep in mind that the more we expose our vulnerability, the more we expand our potential.*

*By James L. Leary. Reprinted with permission of the* Community Education Journal, *Vol. XVII, No. 2, National Community Education Association, 801 N. Fairfax Street, Alexandria, VA 22314.*

(A, K, C, P)

## How Schools Belong to the Community

- School buildings are used approximately 11 percent of total clock hours and represent one of the community's largest investments.

- Eighty percent of Wisconsin residents live within walking distance of a public school, and many school facilities—such as gyms, libraries, meeting rooms, and cafeterias—are available for legitimate public activities upon request.

- Ninety percent of Wisconsin superintendents surveyed in 1985 said that there is at least some free use and access to public schools in their district.

- Local citizens relate to the schools; if they did not attend the local neighborhood school where they live now, they attended a similar school. Schools are part of their memories and their heritage.

- Many people vote in their local school.

- Schools represent a form of democracy, a commitment to a better life. Schools are the incubators of the community's citizens of the future.

- Citizens can have a voice in the operation of the schools. Most districts need the approval of citizens to support local taxes, which, in turn, make it possible to operate schools; but more importantly, citizens have a right and an obligation to participate in the decision-making process to be certain that schools reflect the needs and wants of each individual community.

- The physical proximity of the schools assists in giving ownership to a local community. When a bond referendum passes, the residents can actually "see" a building rise out of a vacant lot. School buildings are tangible symbols of the community's development.

## How Can the Community be Part of the Schools?

- Citizens can participate on advisory committees providing advice and direction in many areas, including curriculum, vocational education, long-range planning, transportation, community education, food service, fund raising, and special issues.

- It is the responsibility of the school to actively solicit citizen volunteers and provide meaningful opportunities for community participation in the school.

- School boards should seriously consider citizen recommendations as the board deliberates on education-related issues.

- Community members can get involved by volunteering. If the local school does not have a formal program, citizens should take the initiative and contact the local school office. Schools will rarely say no to a volunteer.

- Community members can use their talents and offer to discuss a hobby, interest, or job with students. Everyone has something they can share. For example, a community resident could talk about a stamp collection, chess playing days, card tricks, athletic achievements, or a current or former job.

- Community members can assist the local school in fundraising efforts. This would normally be done through the local PTA/PTO.

- Local store owners could offer to host an art fair at a retail center, or conduct a tour for students through the back room of a bakery or grocery store.

- Local businesses or organizations can recognize students for special achievements. One way to do this might be to sponsor a speech or recitation contest, emphasizing the fun of the event.

*Stan Potts, Community Education Consultant, Wisconsin Department of Public Instruction.*

(A, K, P)

# Linking the Generations

Our nation's youth can certainly use all the love, care, and support we can can make available. Correspondingly, for our elderly citizens, helping others by giving back some of what they earned and learned over a lifetime may prove to be a perfect way to spend their golden years. It's necessary to feel cared for, but it's equally important to feel useful. It's exciting to learn, but it can be equally exciting to teach. America's older people have an abundance of knowledge, energy, and resources to give.

Intergenerational programs in schools bring young and old together in caring and useful ways. There is a unique and magical link between our oldest and youngest citizens, and intergenerational programs tap this magic and turn it into an unforgettable experience for everyone involved.

## *Benefits to Youth From Increased Intergenerational Cooperation and Exchange*

- Learning skills and increasing knowledge
- Learning to break down age stereotypes
- Respect, understanding, and appreciation of older people
- Establishment of good family relationships
- Learning positive aspects of the aging process
- Better self-concept
- Atmosphere of love/good feeling of being needed
- Friendship
- Interaction between all generations
- Learning to live without fear of differences
- Educational process that includes teaching about all generations on an ongoing basis
- Increased understanding of the life cycle
- Good feelings from being needed for community service
- Better cultural awareness
- An appreciation of the past—knowledge to pass on

## *Benefits to Older Persons From Increased Intergenerational Cooperation and Exchange*

- Sense of self-esteem—a feeling of life well-lived
- Opportunities to share accumulated wisdom/skills
- Feeling productive and useful in a give-and-take relationship
- Increased respect, recognition, and understanding
- Opportunity to express compassion, empathize with the struggles of youth
- Decreased prejudice, breakdown of stereotypes
- A sense of an intergenerational family—a feeling of being valued, needed, and loved
- Interaction with the larger community
- Increased awareness of the life cycle
- Better health care
- Knowing someone cares
- Establishment of identity
- Feelings of safety
- Revitalization of curiosity, personal growth
- Independence and autonomy
- Companionship/friendship

## *Benefits to the School from Increased Intergenerational Cooperation and Exchange*

- Older people will become aware of and interested in the schools and their concerns
- The enlivenment of classrooms
- Enrichment of the learning experience
- Expansion of the learning process
- Opportunity for students to consider the present and future in historical context

## *Benefits to the Community from Increased Intergenerational Cooperation and Exchange*

- Decrease of friction—formation of trust that results in closeness in the community; reduction of suspicions and tensions; feeling of pulling together

- Stereotypes of age groups broken down—increased appreciation of pluralistic soceity. Young and old both come to see that each group is indispensable and neither disposable.
- Cultural and ethnic heritage is shared and maintained
- Maximization of available resources—skills are transferred; delinquency and crime are reduced; the emphasis on youth culture is diminished
- Continuity of moral values
- Individuals gain a sense of direction and an increased awareness of life cycle changes
- Family life is enriched
- Sincerity, friendship, truth, love among community members is increased.

## *Some Examples of Intergenerational Programs*

**Tutoring.** Older adults act as tutors for students needing special help in major content areas.

**Intergenerational choirs.** The old and the young learn to harmonize as they share the magic of music and song.

**Library aides.** Senior citizens assist in the school library, reading aloud to young children or helping older children locate information or books.

**Oral History.** Students interview older adults—using written notes, tape recorders, or video cameras—to compile a community history.

**Arts/Craft Demonstrations.** Older people teach children "lost arts," demonstrating skills like soapmaking or whittling as they tell about their ethnic heritage and local history.

**Foster Grandparents.** Older people spend time with disadvantaged youngsters, helping with homework, playing with them, and generally behaving as true grandparents, offering love, tenderness, and understanding.

A word of caution to those launching intergenerational programs in schools: remember to take the time to educate yourself on older adults and their needs. A major problem with developing services for older adults has been the myth and misinformation surrounding them regarding their physical capacity, their financial status, and their living arrangements, among other things. We have built up a tremendous amount of misinformation concerning older adults. Take the time to develop a realistic understanding of senior citizens before you begin to work with them.

Sources:

*Dychtwald, Ken. "Youth and Age Together,"* School Safety *(Winter 1990), pp. 5-7.*

Strategies for Linking the Generations: WHCOA Mini-Conference on Intergenerational Cooperation and Exchange. *Retired Senior Volunteer Program of Dane County, Inc., Madison, Wisconsin.*

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(A, K, C, P)

# YOST: A Program Creating Intergenerational Understanding

The Waterloo School District is working to bridge the generation gap. YOST (Young and Old Stick Together) is one example of a successful intergenerational program that brings youth and senior citizens together to build long-lasting friendships. The program involves twelfth graders volunteering to spend time with and/or perform work responsibilities for an elderly partner. Assignments could include going for walks or rides, reading newspapers or mail to a partner, household chores, lawn work, errands in the community, etc.

The program was founded in the early 1980s as a means to improve the quality of life of all citizens. Throughout the years, YOST has received increasing assistance and support from community groups, Jefferson County Human Services, and community members in general.

YOST has three main goals:

1. To build intergenerational understanding, communication, appreciation, and relationships.
2. To provide the community's elderly with opportunities to learn about today's youth, to stay in touch with school activities, to maintain feelings of self-sufficiency and independence, and to share their individual knowledge, talents, and experience with today's youth.
3. To provide youth with greater knowledge, understanding, and appreciation for the stages of life and the education process, insight into the need for and importance of making contributions to one's community, expanded avenues to develop personal and social/emotional skills as related to self and relationships with others, and expanded opportunities to develop and utilize basic skills such as reading, math, and oral and written communication.

## *YOST Program Requirements*

1. The program is a noncredit educational activity for twelfth graders. All are invited to participate.
2. All students participating in the program must have and maintain passing grades in all educational subjects.
3. Each student participating in the program must have written approval from a parent or guardian to leave the school premises during study time to perform established program tasks for his/her assigned elderly partner and to utilize student/family-owned vehicles for such purposes.
4. No structured classroom instruction time can be used by students in the program for carrying out tasks with their elderly partner.
5. Students participating in the program must work in pairs.
6. Students participating in the program are assigned an elderly partner to work with by the program coordinator (in Waterloo, a high school social studies teacher) and are expected to accept and work with the partner they are assigned.
7. Students desiring to participate in the program must sign a written document stating agreement to adhere to the program requirements and perform duties to the best of their abilities.
8. The program must be evaluated on a yearly basis by the program coordinator with input from school personnel, students, and elderly participants.

The YOST program is financially self-sufficient. All necessary funds are raised through an annual community fundraiser and are used primarily for a "young and old" Christmas party and a spring get-together.

No educational credit is given to the students because the emphasis is on volunteerism.

## *YOST Recruitment of Elderly Community Partners*

Elderly partners are recruited for program participation through self-referral or referral through a relative, minister, county nurse, physician, or Jefferson/Dodge County Social Services. All referrals are made through contact with the program coordinator, who explains the details of the program and what can be expected from the students. If the elderly person expresses an interst in the program, two student participants are then assigned to the elderly partner. Throughout the school year, the program coordinator remains in periodic contact with the elderly program partners.

A community wishing to implement an intergenerational program such as YOST could easily adapt these goals and requirements in order to meet the specific needs of the students, elderly, and the community.

*By Christine Loyd, Community Education Intern, Wisconsin Department of Public Instruction. For more information on the YOST program, contact Richard Jones, Waterloo High School, 785 N. Monroe Street, Waterloo, WI 53594. (414) 478-3335*

# CEO Program Prepares Kids for the Future

"What do you want to be when you grow up?" is one of the first questions people ask children. Most children have ideas about the future. Their visions are sometimes based on images from the mass media, their own interests and hobbies, or the occupations of the adults around them.

To help disadvantaged teenagers learn more about their career options, the Waukesha Area Chamber of Commerce developed the Career Exploration Opportunity (CEO) program. CEO was a project developed by the Chamber's Leadership Development Class, a group of community members engaged in improving their leadership skills to provide the community with a cadre of well-informed leaders. CEO was started to help students bridge the gap between school and the labor market.

CEO serves as a resource and support system for the Waukesha schools and the teens they are preparing to become tomorrow's workers. At Waukesha's South Alternative High School, students are given the opportunity to explore careers via "job shadowing." Approximately three-quarters of the enrolled students have participated in the program. They accompany mentors from the Leadership Class to work and follow them through part of their work day.

The career areas explored include police science, radio broadcasting, social work, cosmetology, accounting, law, veterinary medicine, social work, diesel mechanics, auto body repair, car sales, and real estate. Students gain practical knowledge and contacts in the field.

The goals for the program are

- To expand teen awareness of available career options and training skills needed for specific jobs.
- To identify future employment trends and ongoing training needed for future employment.
- To identify and reinforce the skills/knowledge needed to be a "good" employee.
- To provide detailed information on a variety of jobs.
- To provide two or three "job shadowing" opportunities for each student.

Students are also provided with job counseling and job search services. John A. Scott, assistant principal of Waukesha South High School, believes that the program has been a tremendous success, with community leaders and student participants deriving mutual benefits from the opportunity to interact in a positive and productive way.

*Source: Jean Lucas, Kaiser Employment Center, Waukesha; John A. Scott, Assistant Principal, Waukesha South High School.*

(C, A, P)

# One on One: Milwaukee's Teen Initiative Binds School and Community Together

One-on-one communication can go a long way to keep a teen from failing or dropping out of school.

For most students, making it through high school requires more than just classrooms, teachers, and books. It also takes encouragement, involvement, and one-on-one guidance from someone who cares. Unfortunately, many of today's youth don't get this valuable support. As a result, dropout rates and academic failure are on the rise in the nation's schools.

In Milwaukee, the One on One Teen Initiative is designed to promote educational achievement, improve possibilities for economic self-sufficiency, and expand career options for children at risk of failing or dropping out of school. The spirit and substance of the program are provided by mentors—adults willing to take time to invest in the future of our younger generation.

Mentors are part of a unique team of businesses, schools, and community organizations working together to help young people develop the skills necessary for school and beyond.

Each mentor develops a link with a selected teenager. Through this link, or positive adult influence, a mentor shows the youth that someone cares. This, in turn, motivates the student to achieve.

## *Who Can Be a Mentor?*

Any caring, mature adult who is willing to invest about two hours a week can be a mentor. Mentors in the One on One Program make a one-year investment. Ideally, the mentor/student relationship continues as the youth advances through high school.

## *Who Are These Teenagers?*

Young people involved in One on One are sixth through eighth grade students who are considered "at risk" of dropping out of school because of low self-esteem, low aspirations, low academic achievement, and insufficient guidance and motivation.

Many of these students live in single-parent households. A large percentage have family backgrounds of alcohol and drug abuse, teen pregnancies, physical abuse, or neglect.

Meeting basic needs such as safety, security, and a sense of belonging are consuming priorites for these teens. It is difficult for them to get the support and motivation needed to reach their fullest potential and become self-sufficient, contributing adults.

## *What Are the Requirements?*

In addition to making a one-year commitment, mentors must spend one to two hours every week with their student. When schedules prevent in-person contact, mentors are asked to telephone or send letters to their student. Meetings can take place at school, a community agency, the mentor's place of employment, or the student's home. It is helpful for the mentor to meet the student's family.

## *How Do Mentors Help?*

Mentors give support and encouragement through one-on-one interaction. Mentors can help by coaching, motivating, instructing, sharing, planning, listening, and caring. Specific activities may include:

- assisting with homework
- attending social, cultural, or athletic events
- providing transportation to school events
- sponsoring scholastic or athletic clubs
- providing money-making opportunities
- making regular visits to the library
- coaching an athletic team
- conducting a workshop
- recognizing accomplishments
- talking about career goals
- listening and being available to show how you care about the student's interests, concerns, problems, goals, and expectations.

Mentors receive ongoing support from the One on One staff. There is a five-hour orientation and training program. This is followed by staff contact, small group encounters, and large group sessions.

Monthly meetings are held for mentors to share experiences, ask questions, and receive assistance. In-service trainings take place throughout the year. Topics include alcohol and drug abuse prevention, teen suicide, and adolescent sexuality.

Youth specialists, guidance counselors, and the One on One program director are available for assistance.

Teaming up with another mentor for short or long periods of time may be useful. Planned activities can make the program experiences even more rewarding.

One on One mentors can take pride in knowing that their involvement will help disadvantaged youth to make it through school, into jobs, and into self-reliance.

*Source: Kathy Munson, Mentor and Tutor Coordinator, One on One Program, Metropolitan Office, 915 West Wisconsin Avenue, Suite 100, Milwaukee, WI 53233-2373.*

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# School Volunteer Information Form

Name: ______________________________

Address: ______________________________

Nearest School ______________ School referred to ______________

Date ______________

Transportation: ☐ Bus ☐ Own Car ☐ Need transportation

Physical limitations: ☐ Hearing ☐ Eyesight ☐ Mobility

Day of week available ______________ Times ______________

Volunteer on Regular Basis ______________ Lunch at school ______________

Volunteer on Resource Basis ______________
(Mini-courses, panels, etc.)
(Oral History)

Skills and interests ______________________________

______________________________

Have you traveled?
Will you share your experiences?
______________
______________

Occupation/
Work Experience
______________
______________

Knowledge of
Foreign Language:
______________
______________

Special Training and/or Education ______________________________

Areas of Interest (circle):

Age or grade preference ______________

- Library
- Reading
- Arithmetic
- Spelling
- Computers
- Quilt making
- Crocheting
- Drawing
- Woodworking
- Whittling
- Weaving
- Embroidery
- Sewing
- Science
- Office Skills
- Crafts
- One-to-one tutoring
- Groups
- Performing or Creative Arts
- Public Speaking
- Gardening

Oral History:

- Pioneer Day Units
- The Great Depression
- First World War Days
- Schools – Then and Now
- Days Before Electricity and Running Water
- Native American Culture/History
- Rationing in World War II
- History of Madison
- Ethnic History of Dane County
- Immigration – Ellis Island
- Farm Life
- Homesteading
- Other (please specify)

Person to call in an Emergency ______________________________ Phone: ______________

(C)

# Reaching the Community Through the Magic of the Theatre

"All the world's a stage" to Unity School District residents, who have discovered that school and community share a common bond when it comes to putting on a show.

Playhouse 46 is Polk County's community theatre and is sponsored by Unity Community Education. The theatre group began in 1979, shortly after Unity started its community education program. With community education as sponsor, the Playhouse can use the school district's 600-seat auditorium for performances and rehearsals.

Playhouse 46—named for the highway fronting Unity School—operates with its own elected officers and hires professional directors for its annual spring show. The group takes a Christmas show to area elementary schools and nursing homes and offers a melodrama at the Polk County Fair in addition to occasional performances for groups such as 4H.

Besides performances, Playhouse 46 offers a variety of other opportunities for area residents, including a play-reading group; tours to community theatre productions in northwestern Wisconsin and Minneapolis/St. Paul; and classes in stage design, stage makeup, stage lighting, playwriting, and set construction. These opportunities are open to everyone and attract many people who are not interested themselves in performing.

It took several years for the public to get used to the idea of attending a local theatre production, so community education underwrote box office losses until Playhouse 46 began to operate in the black. The 1991 production of the musical comedy "A Funny Thing Happened on the Way to the Forum" gives an example of how the relationship between community education and Playhouse 46 works: the Playhouse selects the show and community education advances money for the production rights; the Playhouse advertises for director applicants and community education advances money for the ads; and community education covers expenses for advertising, ticket and program printing, posters, production and set materials, and director's fees. Playhouse 46 volunteers and Community Education Advisory Council members sell tickets. For the past several years, the group has offered a dinner show cooked by the school kitchen staff and catered by community education volunteers. The dinner show is well patronized and proceeds go to recoup production costs for the show. Publicity for the shows is brokered between Playhouse 46 volunteers and a local public relations professional. Concessions at intermission generate additional revenue.

The group aims for quality shows, believing that the community will continue to respond to good performances. Musicals have larger casts and tend to draw larger audiences; however, they cost more to produce. Musicals usually offer plenty of parts for high school students in the area who want a theatre experience.

Some people have been cast members of as many as eight Playhouse 46 productions, while for others the current show is their first theatre experience. The Playhouse tries to find directors who can cope with that diversity and also teach nonprofessional cast members about such things as vocal mechanics, movement, and creating a character.

Because of its school setting, there is always tension between the needs of Playhouse 46 and school and community demands for the same space. Yet, somehow, differences always get ironed out. The playhouse's leadership continuity also is a concern, since an all-volunteer organization tends to "burn people out" and there are only a few people in this rural area interested in a theatre experience. It is helpful for the theatre group to have community education's staff and office.

The marriage of community education and community theatre is a positive relationship. On its own, a theatre group would be hard-pressed to find and finance performance space and handle up-front expenses. Trading financial backing for occasional competition for space is a good deal for the theatre group. For its part, community education is able to respond through the theatre group to its community's desire for local entertainment and for opportunities to learn and participate.

— *Mark Peacock, Community Education Director*
*Unity School District*

# Dear Parent: Libraries are a Vital Community Resource

Dear Parent,

One of the most lasting and worthwhile gifts you will ever give your child costs absolutely nothing. A library card from your local public library will bring your entire family hours of fun and entertainment, as well as the key to educational resources that will be of value throughout every stage of life.

Libraries aren't just storehouses for books. At your public library, you and your child will find videotapes, computer programs, maps, audio tapes, records, compact discs, and a wealth of other media that can bring music, pictures, and information into your world in a variety of exciting and interesting ways. Some libraries even lend out toys and games that can teach your child skills and strategies for life and school.

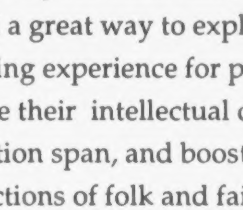
Of course, books are still a great way to explore new worlds and acquire knowledge. Reading aloud is an enriching experience for parents and children alike. Reading to your children will stimulate their intellectual development by strengthening vocabulary skills, increasing attention span, and boosting self-confidence. Your public librarian can help you find collections of folk and fairy tales, humorous stories, and more general fare for reading aloud. Many public libraries also have children's story hours that parents and kids can attend together.

If you have older children, the answers to many of their homework questions can be found at the public library. The library's computer programs, videotapes, and recordings will also appeal to teens and preteens.

Did you know that your public library offered so many resources for everyone in the family to enjoy? Best of all, they're absolutely free.

If you haven't been by the library lately, this is a great time to check it out! It will open up a whole new world for you and your children. I hope to see you there!

Sincerely,



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Your Child's Teacher

(A)

# Reaching Out to the Community: The Janesville Communications Network

Is it possible for a superintendent to create a communications process that meets with success and does so enthusiastically? The answer in the School District of Janesville is a resounding, "Yes!"

After ten frustrating years and two failed attempts to develop a community group with whom the superintendent could communicate, the Janesville public schools have hit upon a formula which avoids the pitfalls of most such communications efforts.

## *Feed 'em and Knead 'em*

In November of 1988, 75 key communicators were identified by the superintendent. The group was comprised of men and women from business, industry, labor, government, service organizations, parents, and senior citizens. Each individual was invited to attend a breakfast meeting with the superintendent Tuesday through Friday of American Education Week. The breakfasts were funded by a local educational foundation. Each attendee was provided with informational materials and listened to a short "State of the District" address by the superintendent. Participants were then asked to comment from their perspectives how they felt about the operation and/or success of the Janesville public schools. Finally, everyone was asked if they cared to continue as a participant in monthly discussion groups. Most of the participants willingly agreed to do so.

The breakfast approach seemed to be the most popular time of day to attract the attention of the key communicators. Funding for the breakfast was continued by the foundation through the first year of operation. A good breakfast and a chance to have their intellect massaged and kneaded seemed to be the key to success.

## *Insurance Makes the Difference*

After the first round of breakfast meetings for American Education Week, the process was changed somewhat and was outlined to the participants who fully understood their obligation and the operation of the Communications Network.

Each month a topic is chosen for discussion. A date is set for the breakfast meeting. About ten days in advance, the Coordinator of Public Information begins calling the list of key communicators. Once he receives commitments from ten people to attend the breakfast, the calling is discontinued. If someone is unable to attend, his/her name is put back to be called the next month. It's this process, which only takes about a half hour, that provides the insurance the Communications Network needs for a successful program month after month. Without that personal invitation via phone, the program would be no different from the others which have failed.

During the calling process, many people are unavailable and messages are left for them. They may not return the call until after the ten have been confirmed, but if they wish to attend, they are accepted. On some occasions, community members hear about the program elsewhere and call and request that they be allowed to attend. On occasion, 12 or 13 people have been included in one of the meetings.

To further ensure that everyone is in attendance on the date of the meeting, a postcard is sent to each one confirming the date, time and place as well as the subject of discussion. The postcard is timed to be delivered to them about two days in advance of the breakfast meeting.

## *Don't Forget Your Internal Publics*

The next step in the process is to invite some staff members to attend the meeting. On a random basis, one elementary, one middle-school, and one high-school teacher are requested to attend the breakfast. The Coordinator of Public Information calls the building principal and requests that the teacher have time made available to attend the breakfast meeting. In addition, one principal and/or administrator is also invited to attend. Follow-up letters go out from the superintendent confirming the same information.

## *Ham and Regs*

For the first year of operation of the Communications Network, meetings were held at a downtown restaurant. For a variety of reasons, most of which had to do with extraneous noise and distractions, the meetings were switched to the central office. A catering service was selected to provide a breakfast of scrambled eggs, sausage, rolls, juice, and coffee at a reasonable cost. Breakfast begins at 7 a.m. The caterer usually has everyone served and the room cleaned up by 7:15 a.m.

The program is then introduced by the superintendent, who first requests that all participants introduce themselves. The program presentation itself usually last about 30 minutes.

## *The Feedback Mechanism*

The real meat of the Communications Network is the final 30 minutes of the meeting. From 7:45 until dismissal at 8:15 a.m., the superintendent conducts a round-robin discussion with the participants eliciting their comments and concerns about the topic. Quite often, the superintendent is provided with valuable information and feedback, a great deal of which is disseminated to the school board.

## *All the News That's Fit to Print*

On a quarterly basis, a newsletter goes out to the entire cadre of key communicators. It contains a summary of the past three meetings. Its purpose is to inform those Communications Network individuals who were not part of any specific discussion. In this manner, all Communications Network members can stay abreast of the discussion topics. Each newsletter also contains a short message from the superintendent and usually some pertinent fact about the district that can be used in casual conversations by the key communicators.

Since moving the breakfasts to the central office, it has been easier for the district to video record each of the discussions. These tapes prove valuable in three different ways. First, the sessions are broadcast on the district's instructional television network during the evening for the community to view. Second, staff members involved in the presentation or with any specific program use the tapes to inform others of the program. Finally, the district is developing a library of such tapes and will have them available for loan any time someone needs to know about specific programs presented to the Communications Network.

## *A Steady Drip*

It is often said in public relations parlance that a steady drip is better than a big splash! The Communications Network in Janesville has never been pushed to the limit, but should a crisis occur in the district, the superintendent has a ready cadre of key communicators with whom he can discuss his concerns and to whom he can provide specific information about to the crisis. Obviously, without having provided them with a steady flow of information over a period of time, the superintendent's credibility would be questioned if he were to react to a crisis without already having the network in place.

*Source: Howard Gage, Coordinator of Public Information, School District of Janesville, 527 South Franklin Street, Janesville, WI 53545.*

(A, K)

# Schools As Community Centers

In days gone by, the little red schoolhouse was a multipurpose building. Socials, musicals, sports activities, bazaars, holiday festivals, community meetings, and other activities drew people of all ages to the school. Residents viewed the schoolhouse as their own.

Urbanization, the automobile, superhighways, school consolidations, and a much more transient society have changed both our communities and our schools. Today, parents of school-age children represent a much smaller percentage of the adult population than they did a generation ago. Most schools offer nothing to adults without children, so it should be no surprise that many adults are often less willing to support schools and to pay the taxes needed to fund them. Not only has the schoolhouse in many cases lost its place as the heart of the community, it is losing its place in the hearts of people.

Why not help to restore the school's place in the American community by using schools as community centers, full-time, year-round? Roofs continue to deteriorate, paint fades, equipment depreciates, and grass grows whether or not the building is in use. And people's learning needs are full-time, year-round.

Community use of school facilities makes sense for many reasons:

- School buildings are located in most neighborhoods and are easy to reach.
- Schools are owned by the public and represent a large public investment.
- Schools have good facilities, resources, and professional staffs.
- Traditional school hours leave plenty of time to schedule other uses.
- Schools are often a second home to children, especially in today's world of dual-career couples.
- Schools are focal points for many families, inspiring confidence and loyalty.

An undisputed finding of educational research is that the active involvement of families and the community in education enhances learning. The school can function as a support center for the network of agencies and institutions committed to meeting community needs and expanding learning opportunities for all members of the community. Using schools as community centers is a cost-effective, practical way to use one of a community's largest investments: its school buildings.

## *A Model Center*

One model of an effective and exciting school-based community center is the Williamston Area Community Center in Williamston, Michigan, where community needs and resources come together under one roof. The center located in a middle school houses a variety of enrichment, recreational, and academic programs for community members of all ages.

The Williamston Area Community Center is operated by the Williamston Community Schools and a committee of local leaders. It offers citizens the opportunity to become active partners in addressing education and community needs.

The center is open weekdays and evenings, as well as on weekends upon request.

Through the community center, citizens are involved in problem-solving and decision-making. In addition, people of all ages can make optimum use of the community's facilities. The center's underlying philosophy is based on the belief that everyone in the community shares the responsibility for identifying community needs and available resources and linking those needs and resources to improve the community.

The programs and services are open to anyone in the surrounding area. Residents of the Williamston School District who are 62 years of age or older can pick up a complimentary "Senior Citizen Pass" from the Community Education Office in the center. The pass entitles seniors to free admission to all school plays, sports meets, and musical performaces, as well as a choice of any Community Education enrichment class each term for only $3, plus supply fees.

Programs and services offered at the center are varied and can change from term to term. Area residents are an integral part of the center: they teach classes, volunteer as tutors to adults or children, read books onto tape for learning disabled students, share hobbies or interests with classes, and donate time to help in the center's office.

Some of the center's offerings include: child care, pre-school enrichment classes, literacy tutoring and training, a food bank, special events and trips, softball leagues, swim teams, and senior citizens' activities.

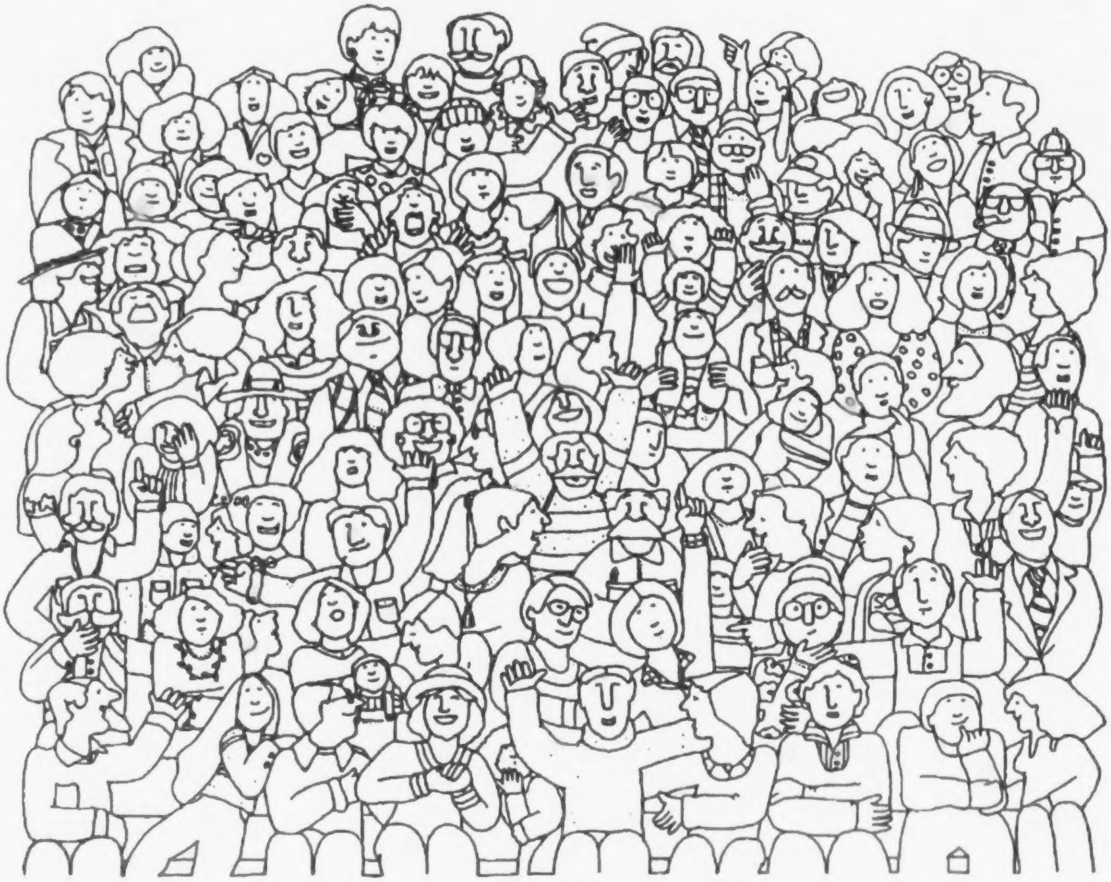
Setting up a community center presents a wonderful opportunity for schools to improve the quality of life in a community in creative ways. At a school-based community center, teachers, students, parents , and area residents can learn together, get to know and understand one another , and share skills and talents for the benefit of all involved.

*Sources:*

*Decker, Larry E.* Community Education: Building Learning Communities. *Alexandria, VA: National Community Education Association, 1990.*

*Jeri Mifflin, the Williamston Area Community Center, 201 School Street, Williamston, MI 48895.*

*For more information on starting a community center in your school district, contact Stan Potts, DPI's Community Education Consultant, at (608) 266-3569.*



# Ideas for Parents: Citizenship Activities

Here are four categories of activities designed to encourage parents and children to investigate some aspects of citizenship in a democratic republic. After all, a central purpose of public education is to develop enlightened citizens who can function effectively as members of the local, state, national, and international communities.

## *Long Ago Is All Around*

One of the most important elements of citizenship is an understanding of history. How did we come to be the way we are? History is all around us. It's in our language, our buildings, our streets and roads, our fellow citizens, and even in ourselves. You can extend the knowledge that your child receives in social studies classes by working with her or him on the following activities:

- Walk or ride your neighborhood noting street/road names, the older buildings, parks, Native American burial grounds, and other items that seem to have some historical story. Talk to older citizens about their stories of the past. Visit the county clerk to read about the history of the land and/or building in which you live.
- Encourage your children to take the information they have discovered about a building, cemetery, person, and so forth, and develop a history of some part of your community.
- If possible, have your child use a camera or tape recorder while doing research. You may want to display your child's work in your home. Help your child write a story, develop a collage, or assemble a picture-story about your area. Your child may also want to share his or her story with neighbors, grandparents, and others.

The focus of these activities is to help young citizens develop a sense of time and how the present is related to the past. Often, just talking about your community with your children can help them understand that long ago is, indeed, all around.

## *Everyone Has To Be Somewhere*

A knowledge of place is necessary for effective citizenship. Where are we located? What is our relationship to the rest of the state? the nation? the world? What is unique about this place?

To help your child understand fundamental concepts of geography, you might want to try the following activities.

- Display maps (road maps, maps from newspapers, maps from the National Geographic Society, a globe, and so forth) in your home and refer to them whenever possible. When you watch or listen to TV or radio news reports, point out the locations of the stories on a world map. Maps can also be used in your home as a form of art to decorate your child's room or the refrigerator door.
- Have your child make maps of your home, your neighborhood, and so on, making sure that he or she understands directions and distances.
- See if you can research how the landscape of your community has changed over time. How did the area look ten years ago? Fifty years ago? One hundred years ago? What will it look like in the future?

## *Your Serve*

Perhaps, the most important quality of citizenship is the attitude and ability to serve . . . to help make things better for the family, the neighborhood, the school, and so on.

You might want to start by asking your children to list the things they do to help around the house. This is an important way to show that what your child does is important to the well-being of the family. Also, ask what else needs to be done, and how it can be accomplished. Consider

- needs around the house,
- needs in the neighborhood, and
- needs in the school.

If recycling is an issue in the home, how can your child help? If there are aesthetic, economic, and human needs in the area, how can your child and other children help?

Your children can make a survey of what needs to be done in the home, neighborhood, and so forth. Next, they can make plans and suggest needed action to accomplish the plans.

Discuss with your children how it feels to help someone else, the community, and the family.

## *Earning Our Way*

Citizens' knowledge of economics is fundamental to our way of life. Children need to understand the economic value of things, both private and public goods and services. They need to deal with such questions as:

- What is income? How do we earn income? How and why do we spend and save? What are public goods and services? What is a budget?

You might start with young children with a week-long activity dealing with the ideas of earning an income, the value of items, and exchange. Establish a system of earning something (like beans) for work accomplished around the house. At the end of the week, you can exchange the beans that your child has earned for something of value that the child may want. You may also discuss the possibilities of saving some of the beans over a longer period of time so that your child will have more "buying power" in the future.

After an activity like the one suggested above, help your child understand family income and family expenses. Draw a picture of in-flow and out-flow of funds. Explain a family budget (financial plan). How is a family budget similar to and different from a city, town, county, or school budget? How do we pay for public goods (schools, roads, parks, libraries, and so forth)?

In dealing with economic activities, try to include in your discussions the concepts of earning, saving, spending, budgeting, and the individuals relationship to the family and larger community economy.

*Michael Hartoonian, Consultant, Social Studies Education, Wisconsin Department of Public Instruction*

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# Suggested Activities for American Education Week

This year's American Education Week theme is, "Schools and Communities: Partners for a Strong America." The following tips suggest events and activities that will help to build bridges between schools and communities.

Remember to allow as much lead time as possible when planning your event. The more groups you include in the planning process, the more participation you will gain.

- "What does the community mean to you?" Students can answer this question in the form of a painting or drawing in an art competition. Contest participants can be awarded stickers; the submissions could be displayed in a local shopping mall or other public forum. Winners could be invited to lunch with a community leader.
- Hold an essay contest in your school using the theme, "Schools and Communities: Partners for a Strong America." Award prizes to the winners and ask the local newspaper for space to print the best essays. Arrange for students to deliver their essays to local service organizations and clubs.
- Take the school into the community! Hold displays, demonstrations of skills, and other activities in a downtown shopping mall. Kids can present musical or dramatic performances, demonstrate arts and crafts, or staff booths.
- Invite the mayor and the city council to share school lunch with the students. They can discuss school issues with the principal and work on solving problems through interagency cooperation.
- Participate in a community theater production! School faculty, staff, and students can work with community members to produce a play that's open to the public.
- Hold a folk fair in the school auditorium. Arrange for community members to come in and demonstrate old and new arts, crafts, talents and skills—such as quilting, weaving, and wood carving.
- Hold a brown-bag luncheon on early childhood and family education issues and needs at a convenient location for working parents. Encourage widespread participation and open discussion.
- Ask the public library to conduct a story hour for young children and their families. Invite local "celebrities" to read to the children.
- Ask area employers (particularly in your own school district) to place announcements of American Education Week activities in pay envelopes.
- Identify and publicly recognize outstanding parents and community members who have made significant contributions to children's lives.
- Work with local attorneys to conduct a "People's Law School," featuring sessions on family law, parents' rights, school statutes, school policies, and other pertinent topics.
- Kick off a literacy drive in your area. Educators and concerned community residents could organize a campaign to stamp out illiteracy through a volunteer tutoring program in your school district.
- Schedule class tours to local businesses such as the local bank or paper mill.
- Host a school store in cooperation with a local bank. This will be an ideal way for students to learn all aspects of banking and store operation and they might make some money to put towards a worthy cause.
- Invite senior citizens for lunch at school. Sing songs for the group. Feature seasonal themes—Valentine's Day, Halloween, etc.
- Host a "dress-up day" that focuses on a recent period in history, and invite community residents who lived through that period of time to come in and speak to students about it.
- Hold an "agency day." Have local organizations and agencies host a table at school to demonstrate the kinds of programs that are available. Invite parents and community members in to learn about them. Combine this with a career day, inviting local businesses to also host a table.
- Run a jump rope or other athletic contest in cooperation with a local organization such as a service group, the Girl Scouts, or the Boy Scouts. This would emphasize physical fitness, so involve your phy ed teacher.

# Public Relations Ideas: Ways to Get in Touch With Your Community

- **Key Communicators.** Identify people in your community who can help the school get information out—and in.
- **Dialogue.** Select three or four people who will volunteer to provide information and answer questions about the school over the phone.
- **Question Cards.** Place 4" x 6" "I Have a Question" cards in your buildings and in key locations around the district. Promise people who send them to you that they'll receive an answer within 24 hours—and follow through.
- **Idea Cards.** This time the card is titled, "I Have An Idea" . . . an idea that will improve the schools. Promise people they will hear from you within seven days, and then make sure they do!
- **Surveys.** Do an informal opinion poll. Telephone surveys are relatively easy—and they're quick, inexpensive, and accurate. They should be conducted regularly with a random sample of community members to assess what people are thinking about the school.
- **Tape Systems.** Many districts have a one-minute pre-recorded telephone message which provides callers with school news. Carry it one step further: Have people stay on the line to ask their questions. Call them back the next day with an answer.
- **Listener Bureau.** Invite the "power structure" of the community to breakfast. Give them ten minutes worth of school information. Then, listen to their views.
- **Petite Polls.** Steal ideas from the pros. Modify the "polls" hotels and airlines use—the ones that ask if your experience has been satisfactory, and what could have been done to improve it. Take every chance you get to conduct these.
- **Staff Listening Sessions.** Learn what staff members are thinking. Pop in on their time—during lunch breaks and in-services. Hear what they have to say about the district. Show them you care.

*Source: National School Public Relations Association*

# Sample Guest Editorial

(From superintendent or school board president. Adapt for local use, adding information on community or school events.)

*Schools and Communities: Partners for a Strong America*

During American Education Week, November 17 to 23, the nation's attention will focus once again on our schools. Though our schools are doing a remarkable job of providing a basic education to almost every child in the country, there is also some cause for concern. As the world around us changes, it becomes more and more important for all children, regardless of their socioeconomic or cultural backgrounds, to be given the opportunity to acquire the skills and knowledge necessary for keeping up with their counterparts all over the world. This year's American Education Week theme, "Schools and Communities: Partners for a Strong America," points the way to ensuring the success of the citizens of tomorrow's world.

Schools are at the heart of every community; the strength and integrity of a community depends on the availability of good schools for its youngest residents. It would be short-sighted indeed to overlook the tremendous potential within every classroom. The baby-faced children and awkward teenagers of today are the politicians, business leaders, scientists, economists, philosophers, writers, and thinkers of tomorrow. Community residents have a responsibility to guide these children to the realization of their highest goals, for someday, the well-being of the community will depend on them.

When schools and communities join hands, they become a tremendous force for change. In the (name of school district), school and community members are working together with a vision for the future. (List school/community partnership programs, their goals, their methods, and their results).

With a continued commitment to these and other partnership programs, school and community members are creating a framework of support for all (name of school district)'s children, and will share the joy of participating in their progress toward a successful and productive adulthood.

# Sample public service announcements

**To be retyped on school district letterhead or taped by superintendent/school board president/PTA president and sent to local radio stations. Modify or adapt as needed.**

(Approximately 30 seconds)

ANNOUNCER: (Name of community)'s future lies in the hands of its young people—which makes education (name of community)'s most valuable resource. This year's American Education Week theme is "Schools and Communities—Partners for a Strong America." To find out how to be part of a power-packed partnership, visit your local schools during American Education Week, November 17 to 23. Together, you and your school can really make a difference in (name of community)'s future!

Brought to you by (name of school district) and (call letters of radio station).

(Approximately 30 seconds)

ANNOUNCER: In 1911, Wisconsin became the first state in the country to pass a law allowing public use of school facilities. Community education programs serve as the link between Wisconsin's schools and communities. To find out what your schools can offer you, call your school district superintendent during American Education Week, November 17 through 23, and join in the celebration of this year's theme: "Schools and Communities—Partners for a Strong America!"

# Quotations

"Schools and communities must see themselves as partners in a very special relationship that works to the benefit of all people, from the youngest to the oldest. Together, schools and communities have the capacity to change the world. Communities can rely on schools to sustain the lifelong process of learning; schools can look to communities for the support and strength they need to carry on the vital task of preparing children to tackle the challenges of tomorrow."

— Herbert J. Grover
Wisconsin State Superintendent

"Schools that become isolated from the rest of the community become isolated from the knowledge of what it takes for youth to participate in those other institutions, from how employing establishments view the developed abilities provided by the schools, from the resources throughout a community for enriching and extending the educational process, and from the reserve of good will potentially existing for furthering educators' objectives, recently buffeted by public discontent and criticism."

— Willard Wirtz
former U.S. Secretary of Labor

"Education is a better safeguard of liberty than a standing army."

— Edward Everett
American educator

"The foundation of every state is the education of its youth."

— Diogenes
Greek philosopher

"In this last decade of the last century of this millennium, I hope every American will struggle to redefine success in America, asking not, 'How much can I get?' but, 'How much can I do without and share?' Asking not, 'How can I find myself?' but asking more, 'How can I lose myself in service to others?' Asking not just how I can take care of me and mine but how can I help strengthen family and community values . . . Let's together make it un-American for any child to be poor or to be left behind."

— Marian Wright Edelman
President, Children's Defense Fund

"What the best and wisest parents want for their own children, that must the community want for all its children. Any other ideal for our schools destroys our democracy."

— John Dewey
American educator

"There is evidence daily that people want to see stronger, more effective school and community partnerships."

— Joyce Epstein
Director, Johns Hopkins Center on Families, Communities, Schools, and Children's Learning

"Part of the reason for arguing for more family-oriented approaches to education, especially of young children, doesn't have to do with data—it has to do with values. In the uppermost policy levels, people are reaching a consensus that the role of the family is critical in human development, and we have to strengthen and reinforce that role."

— Heather B. Weiss
Director, Harvard Family Research Project

***Before you start a partnership, develop a relationship.***

# Resources

This list of resource materials is geared to school-community partnerships.

## *Print Media*

**Community Education: A Profile of Two Communities**

This workbook presents the concept of community education in a format that addresses important questions any community will need to consider as it explores community education. An accompanying vidoetape of the same title is also available to supplement this material.

The booklet and tape are available from:
Stan Potts, Community Education Consultant
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-3569

**The Wisconsin Plan: A State Plan for the Development of Community Education in Wisconsin**

The statewide plan for community education programs presents policy guidelines for administrators and others interested in bringing schools into a closer partnership with their communities, expanding the use of school buildings for all citizens, and involving citizens in educational decision-making. The plan is available from Stan Potts, the DPI Community Education Consultant (see the address and telephone number given above).

**Community Education "How To" Series**

This series of booklets outlines techniques, answers questions, and describes practices that strengthen school-community relations. The booklets are available for sale from:
Pendell Publishing Co.
1700 James Savage Road
Midland, MI 48640
(517) 496-3333

## *Audiovisual Media*

**Good Morning America Intergenerational Program (10 minutes)**

**Community Education: A Profile of Two Communities (25 minutes)**

**Wisconsin Community Education (15 minutes)**

**To Touch a Child (30 minutes)**

**How to Start a Community Education Program in Wisconsin (15 minutes)**

**All the Difference: Youth Service in Minnesota (24 minutes)**

These and other videotapes are available from Stan Potts, DPI's Community Education Consultant (see the address and telephone number listed above).

## *Resource Centers*

National Community Education Association
119 North Payne Street
Alexandria, VA 23314
(703) 683-6232

## *Sources of Speakers*

- University of Wisconsin-Madison Speakers Bureau (608) 262-1011
- Wisconsin Department of Public Instruction Community Education
Contact: Dr. Stan Potts, (608) 266-3569
- University of Wisconsin-River Falls Community Education Development Center
Contact: Dr. James Stewart, (715) 425-3759
- University of Wisconsin-Madison Community Education
Contact: Dr. George Kliminski, (608) 263-3232
- CESA 2/Dane County Services
Contact: Dr. Eric Smith, (608) 232-2865

# Schools and Communities: Partners for a Strong America

## *References to 1987-91*

This listing of articles is included for easy cross-reference of materials related to this quarter's topic. References to 1987-88, The Year of the Family in Education, are followed by references to 1988-89, Our Children—Wisconsin Cares, 1989-90, The Year of Community Partnerships, and 1990-91, Educating Everyone Takes Everyone.

Following each list are letters denoting the target audiences:

A = Administrators
C = Community/Families in Education Committees
K = K-12 Staff
P = Parents, Other Family Members

## *References to 1987-88 (Gold Packet)*

"Involving the Entire Community: A Sure Road to Support" October (A, K, C)

"Using the Library" November (A, K, P)

"Business Programs" February (A, K, C)

"Burlington Parents Get Involved" April (A, K, C)

"Community Education: Communities and Schools Working Together" (A, K, C)

References to 1988-89 (Green Packet)

"The Community Resource Team" September/October/November (A, K, C, P)

"Community Gets Involved in Curriculum" December/January/February (A, K)

"Teens Benefit From Community Service" March/April/May (K, C, P)

## *References to 1989-90 (Red Packet)*

"Citizenship and Leadership Month" September (A, K, C, P)

"A Thrust For Lifelong Learning" October (A, K)

"Tell the School Story to Non-Parent Audiences" October (A, K)

"Maximize the Educational Options for Your Community" October (A, K, C)

"Developing a Parent/Child Resource Center" November (A, K, C)

"Community Program for Kids" December (K, P)

"Mini-Programs for Children" December (K, C, P)

"City Safety Programs" January (K, C)

"Community Resource Month" February (A, K, C, P)

"Arts and Culture Month" March (A, K, C, P)

"Arbor Day Foundation Suggests Classroom and Community Activities" (K, C)

"Community Service Month" May (A, K, C, P)

"Developing a Successful Health Fair" June/July/August (A, K, C)

References to 1990-91 (Purple Packet)

"Volunteerism and Community Service" Second Quarter (A, K, C, P)

"The Responsibility of Business in Education" Third Quarter (A, K, C)

"Educating Everyone WILL Take Everyone" (A, K)

**Families in Education**

## Table of Contents

### Third Quarter

# Healthy Family Lifestyles

All articles in this packet are coded according to their target audiences. The codes are: A=Administrators; K=K-12 staff; C=Community/Families in Education/parent involvement committees; P=Parents/Guardians.

**What Schools and Families Can Do About Alcohol and Drug Abuse** (A, K, C)
This article provides an overview of the causes, indicators, consequences, and treatment of alcohol and drug abuse in school-aged children. It also offers suggestions for educators and family members on working together to implement effective programs for preventing substance abuse among youth.

**Ten Easy Steps for Parents** (C, P)
This one-page handout lists ten basic strategies parents can use to help prevent their children from using alcohol or other drugs.

**Are You a Drug Quiz Whiz?** (A, K, C, P)
This 12-item quiz will test your knowledge about drugs and drug abuse. These brain-teasers will increase your awareness of the consequences of drug use and abuse.

**FAST Program Links Families and Schools Together** (A, K, C)
In some areas of Wisconsin, the Families and Schools Together (FAST) program is providing parents and educators with a family-based approach to preventing school failure, juvenile delinquency, and alcohol and other drug abuse. This program description provides an outline of its goals and methods.

**Parent Prevention Networks Are Key to a Drug-Free Environment** (C,P)
By forming coalitions, parents can create a web of support for assisting their children to avoid the perils of alcohol and other drug abuse. Some basic ideas for setting up a parent-to-parent network are provided in this article.

**The Use of Steroids in Sports Can Be Dangerous** (A, K, C, P)
A dangerous type of drug that is becoming increasingly popular among adolescents is the anabolic-androgenic steroid. Users of this drug are often oblivious to its harmful side-effects. These key facts on steroid use may alert educators, coaches, and parents/guardians to problems in their schools or families.

**What Parent Groups Can Do to Help Schools Be Drug-Free** (C, P)
Parent-teacher organizations or other groups of parents and family members can be a vital part of AODA prevention efforts in their school communities. Here are some simple but effective ways that such groups can help schools be drug-free.

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1991-92
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**Key Elements in Effective Prevention** (A, K, C, P)
Research shows that six key characteristics are key to successful alcohol and drug abuse prevention among youth.

**An Asset Checklist for Teens and Parents**
Teenagers and their families can use this checklist to examine their lifestyles in terms of substance abuse prevention.

**Preventing Domestic Violence** (A, K, C, P)
Today's family lifestyles can result in a tremendous amount of stress being placed on family members. This stress often finds release in episodes of domestic violence. Understanding the causes of domestic violence can be helpful in recognizing and stopping or remedying its occurrence.

**Schools and Families: On the Road to Family Fitness** (A, K, P)
Keeping physically fit is an important part of a healthy family lifestyle. This article presents some ideas for educators and families to use together to keep the whole family in shape.

**Reaching Hearing-Impaired Children Through Good Family Communication** (K, P)
Families who have children with special needs must often take extra measures to ensure healthy communication and closeness. Nancy Kathman, an outreach specialist at the Wisconsin School for the Deaf, has compiled some tips for families with hearing-impaired children.

**An Example of Parent Education at the Work Site** (K, P)
Sometimes, involving working parents in the schools is difficult because of their time constraints. An enterprising educator decided to involve the school in the work site by conducting a workshop at a business. This article reveals how parents responded enthusiastically to this innovative approach.

**Twenty Ways to Encourage Your Children to Use Drugs** (P)
Here's a clever turnabout on the usual prevention tips! These "reverse strategies" are an upside-down look at drug and alcohol abuse.

**You Can Effectively Launch Media Campaigns** (A, K, C)
Getting the word out is an important part of a successful AODA prevention effort. Here is a quick guide to working with the media to publicize and disseminate your messages.

**Reaching Out to Troubled Students**
A school social worker outlines the first steps in recognizing and intervening with an addicted student.

**To Promote Healthy Family Lifestyles: Sponsor a School/Community Health Fair** (A, K, C)
Family wellness is essential to healthy schools and communities. A health fair can be a great way of increasing public awareness of the need for good health and physical fitness.

**Protecting Your Child From Injury: Tips for Parents** (P)
Here's a one-page handout for parents on preventing accidents and ensuring children's safety in the home.

**Good Nutrition is Essential—At School and At Home** (P)
Adults can maintain kids' healthy lifestyles by making sure that they are getting a nutritious diet—at school as well as at home. Barb Hetzel, Wisconsin DPI's Nutrition Education Coordinator, provides some dietary guidelines for parents.

**Leaving the Nest: Surviving the Summer After High School Graduation** (K, P)
High-school graduation is the first significant step towards adulthood and independence for most kids. But can their parents cope with this change? Sharon Foster, Ph.D., of the University of Wisconsin Hospital and Clinics, offers some suggestions for making it through this traumatic transition.

**Eat, Think, and Be Merry: Plan Drug-Free Celebrations** (A, K, C)
Graduations, homecoming parties, dances, and other high- school activities are often an excuse for teenagers to indulge in alcohol and drug abuse. The National Highway Safety Administration offers an alternative in the form of drug-free celebrations: they're fun and they're safe. Here are some pointers on organizing drug-free events in your schools.

**Media Materials**
The sample press release and public service announcements will let the community know about your school's alcohol and drug abuse prevention programs as well as its intention to promote healthy family lifestyles during the school year.

**Quotations**
These quotations may be used in newsletters, articles, speeches, and fliers.

**Resources**
This is a list of publications, audiovisual materials, and other resources that address home-school partnerships in promoting healthy family lifestyles and alcohol and drug abuse prevention.

**References to 1987-91**
Use these convenient references to find related articles in the packets produced in 1987-88 (The Year of the Family in Education), 1988-89 (Our Children—Wisconsin Cares), 1989-90 (The Year of Community Partnerships), and 1990-91 (Educating Everyone Takes Everyone).

*Editor: M. Gigi Durham, Families in Education Coordinator*

Printed on Recycled Paper

(A, K, C)

# What Schools and Families Can Do About Alcohol and Drug Abuse

In a recent study, 58 percent of third- through seventh-graders felt they were under 'a lot' of pressure to smoke marijuana, yet only 4 percent of their mothers were aware of it. Says the U.S. Department of Education, "Americans have consistently identified drug use among the top problems confronting the nation's schools. Yet many do not recognize the degree to which their own children, their own schools, and their own communities are at risk."

Jonah, for example, was 13 the first time he smoked marijuana. He'd tried tobacco in sixth grade, but cigarettes didn't make him feel good, just a little older. Beer was pretty easy to come by and worked better. But then the day he flunked the first big math test of eighth grade, one of his friends gave him a joint to cheer him up. And it did. In high school, it was easy to buy "coke" from upper classmen for $100 a gram ("There's always money when you really want it," they told him, and he quickly discovered they were right). When he was expelled two weeks into his junior year for showing up at school an hour late and intoxicated, tests revealed the presence of several illegal drugs in his system as well.

Jonah has plenty of company. Although illegal drug use among high school seniors has declined over the last decade, it's still a serious problem; those who do use drugs tend to use more; and many illegal drugs available today are much more powerful and more addictive than those on the market a decade ago; PCP's popularity is on the rise, while tobacco and crack cocaine use remain even. Fifty percent of students have tried an illicit drug and, according to the U.S. Department of Education, more than one-third are "heavy drinkers." The current average age of first drug use is 12, and still falling; the National Council on Alcohol reports that 100,000 ten- and 11-year-olds say they get drunk at least once a week. And most statistics on teen substance abuse are skewed because they include only kids still in school; dropouts are twice as likely to be frequent drug users as are high school graduates.

But it's not just drop-out-prone or low-income kids who are likely to turn to drugs. In fact, a 1983 study of seventh to twelfth graders in the New York metropolitan area found that it was in the upper class suburbs, not New York City, that teen drug abuse was most common, and a 1988 survey by the Atlanta-based National Parents' Resource Institute for Drug Education (PRIDE) found "significantly less" drug use by black students than by white. Many of those students were much like Jonah (whose story is true although his name has been changed to protect his privacy)—solidly middle class, from a two-parent family with no known history of abuse, in an affluent and well-educated suburb, and with a mother who says wistfully today that all she ever wanted to be was "a chocolate chip cookie-in-the-oven kind of mom."

Could Jonah's unhappy history with drugs have been prevented? Perhaps, if his family and his school had started early enough to reduce known risk factors associated with drug and alcohol abuse. Two researchers at the University of Washington have identified 11 such risk factors based on a review of research in the field:

- family history of alcoholism
- family management problems (including poorly defined expectations for behavior, little monitoring of children's behavior, and inconsistent and excessively severe discipline)
- parental drug use; positive parental attitudes toward use
- early antisocial behavior
- academic failure
- low degree of commitment to school
- low social bonding
- antisocial behavior in early adolescence
- friends who use drugs
- favorable attitudes toward drug use
- early first use of drugs.

In 1981 J. David Hawkins and Richard F. Catalano applied their findings to a school-centered drug prevention program for first and seventh graders in the Seattle Public Schools. In 1985 a group of fifth graders joined the program known as the Seattle Social Development Project. Parents receive training to strengthen family bonding and prevent children from engaging in destructive behaviors. Educators are coached in classroom management practices designed to teach students self-discipline and independent learning. Cooperative learning (mixing students of different abilities) is encouraged, and teachers are told to make learning "more predictable, successful, and economical for all students, regardless of ability." Home-school liaison workers are assigned to work with parents of students having behavior problems.

The program's results have confirmed what experts know: the most successful programs focus on prevention beginning in elementary years. Seattle teachers reported elementary school children became less aggressive and destructive in class; they spent more time on homework and raised their math achievement levels above those in the control group. Students themselves said that they talked things out and discussed problems at home with their parents more than students who had not participated in the program. They also had more positive attitudes toward school by fifth grade; by seventh grade, these students had fewer school suspensions and expulsions and reported less drug use than peers who did not participate in the project.

Helping project staff identify their young target groups were two surveys of Seattle students. One showed 11 percent had tried tobacco by mid-year in the fifth grade; 22 percent had tried alcohol and 3 percent had tried marijuana. Another showed that by the end of eighth grade 85 percent had tried alcohol and 52 percent had tried marijuana.

Shockingly high figures like these are convincing evidence that action is needed to fight the national epidemic of drug use among our young people.

## *Daily Doses of Prevention*

The best school-based efforts begin in kindergarten and home efforts at birth. Both stress building self-esteem, an effort which is crucial but which *The Elementary School Handbook* author Joanne Openheim says, "cannot be slotted into a 15- or 20-minute period once a week." Parents daily show each youngster that she is loved and valued as a person, capable of reasoning and coping with the consequences of her decisions. At school, critical thinking and problem solving skills are incorporated throughout the curriculum, and the child's active participation is encouraged in the learning process. More formal drug education begins in fourth and fifth grade and continues through grade 12. (Scott Thomson, former executive director of the National Association of Secondary School Principals, suggests that special emphasis be placed on sixth graders, who are entering adolescence, and tenth graders to stress the seriousness of the problem just before they learn to drive.)

A good program should be tailored to the community it is meant to serve and developed with substantial parent and student representation on curriculum committees and through other, less formal, means. It should include resistance training, an awareness of what peer pressure and advertising pressure are and how each can affect the choices we make, as well as how the body works and how mind-altering substances affect normal functioning. It should be updated as new research becomes available. But providing an awareness of what children shouldn't do is only half the task; they also need healthy alternatives—family outings, community service, team sports, relaxation breathing instruction for pretest jitters, business-student mentorships—which every community should provide.

According to a 1987 survey by the U.S. Department of Education, 72 percent of school districts nationwide have some staff working full or part time on the problem of substance abuse. Often, that role is filled by an administrator or program coordinator. But the idea of employing drug counselors (or "borrowing" them from a local health agency) has caught on in some areas. Opponents worry about confidentiality. Should parents have access to the transcript of a counselor's conversation with their child? Who else would have access to such records? What will the counselor—or any member of the staff—do with the information if there is reason to believe the child may turn to drugs—or has already done so? But proponents of school-based drug counselors point out that some children live in worlds which leave them particularly vulnerable to drug abuse despite the school's best preventive education—those who have been subjected to physical or emotional abuse or who have a close relative who is alcoholic or who uses illegal drugs, for example. Trained counselors may detect potential problems while there is still time to intervene and prevent, rather than correct, drug use.

## *Parent Peer Pressure*

As Geraldine Youcha and Judith Seixas, authors of the excellent new book, *Drugs, Alcohol and Your Children,* put it, "If peer pressure works to push teenagers into drug use, parental peer pressure can also provide a united front against such activities." With or without a formal drug prevention team in the school district, parents' and guardians' contribution to the process is paramount to success.

Parents groups formed specifically to deal with an acknowledged drug problem in the community or existing groups like PTA or Little League Booster Club can sponsor a public forum as a first step in establishing a school-home partnership on drug prevention. Parent groups have raised money to bring in a counselor; volunteered to patrol school halls, bathrooms, playgrounds and parking lots; collaborated with the school and local agencies and businesses to establish "chemical free" graduation and prom nights; distributed written guidelines to help other parents make decisions and set rules governing their child's social activities; and sponsored lists, published in the school bulletin or newspaper, of parents who declare that they will supervise any youth party and will prohibit any mood-altering substances in their home. These are all activities which the schools should welcome and facilitate.

As Tom Connelly who, as director of special counseling programs runs the highly-acclaimed drug education and prevention effort in New York's Wappingers Falls School District, warns, "We have to make parents understand early on that they can either take the time to prevent substance abuse now, or take the time to deal with the problem when it's on the doorsteps later."

## *A Pound of Cure*

When adolescent drug abuse hits the family's front porch, it stands in the school house door as well. How open that door should remain is a divisive issue for many. Too often, schools are quick to "resolve" a drug problem by simply suspending or expelling the offending student; the emphasis is on protecting the school and school grounds at all costs.

What are schools' legal rights and obligations in curbing and reporting drug use? Says the National Organization on Legal Problems of Education (NOLPE), "Schools have the right: (1) to ensure that employees and students report to school fit for duty, i.e., to teach and to learn, and (2) to ensure that employees and students remain fit for duty during the school day. Moreover, schools have the legal responsibility to provide a safe school environment." Even with the law on their side, schools should not push students with drug problems out onto the streets or treat readmitted students as pariahs. Unless immediate suspension is required for safety's sake, a school-community policy which allows for progressively stringent consequences (suspending driver's licenses or mandatory community service have been suggested) followed, if necessary, by placement in an alternative school in which counseling services are available, is more appropriate and certainly more humane.

Each district should have a clearly written and conscientiously enforced policy spelling out both the district's requirements for drug education and prevention, and the specific consequences for possession, distribution, or use of drugs by both students and school personnel. Not only should prohibited conduct and disciplinary actions be described, but also hearing procedures for a student or parent who wishes to appeal.

Every school should have a policy which makes clear that the use, possession, or sale of drugs (including tobacco and alcohol) on school property, or at school-sponsored events, or affecting behavior at those times, will not be tolerated. (And this should apply to teachers and staff as well as children. One parent recently came home from her son's football team banquet appalled that amongst the several coaches sitting at the dais in the front of the room, several had left the dinner to bring in alcoholic beverages from the bar down the hall, and others were smoking cigarettes throughout the evening).

Just as there is no single drug-prevention strategy which will fit the needs of every young student, there is no formula which meets the needs of every community; only through a dialogue among parents, students, and district officials can one be developed which meets both the school's responsibilities and the community's sensitivities and needs.

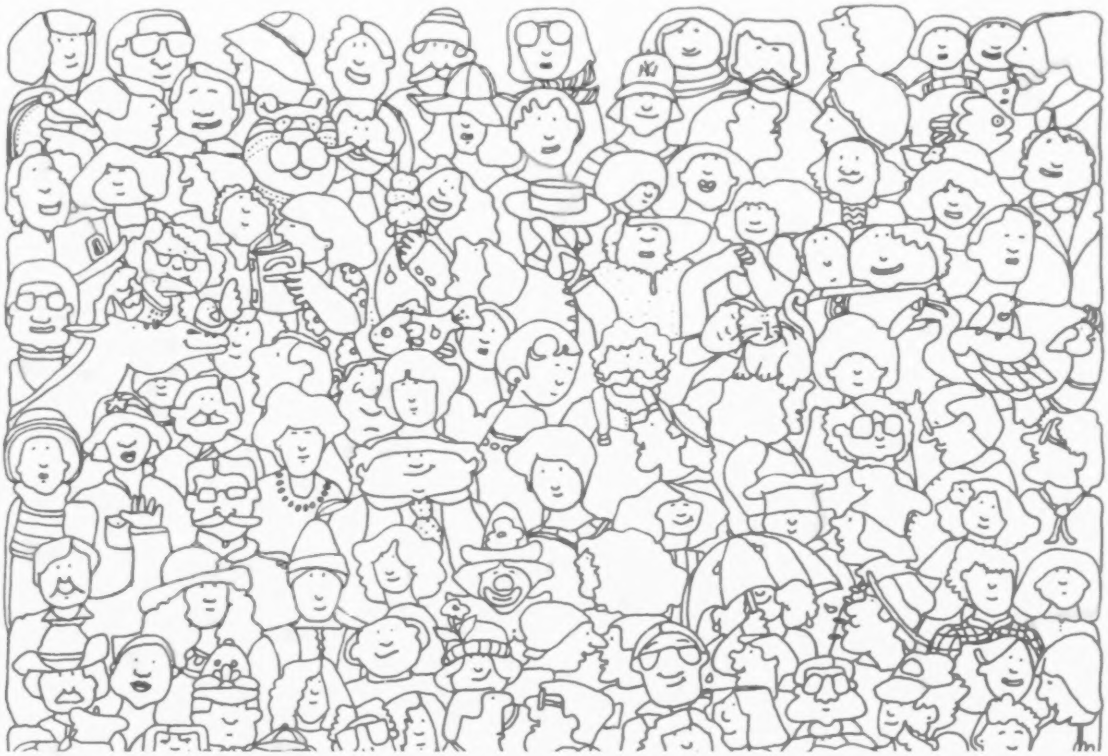
## A Ton of Support

The drug problem truly is not just the school's problem, it is the nation's problem. School-based efforts are necessary, but without a program and a policy supported by the entire community, its prevention and intervention efforts may be a sham. Recalls Jonah, who, like most of his friends would often go to class drunk or stoned, "The teachers were scared to do anything about it, and so were the principals, because," he believes, "too many parents come on to them with the message, 'Don't you dare get my child arrested.' You've got to be really blatant before they do anything about it at all." Clearly, a "not my child, not my neighborhood," or, for educators, "not my school" attitude is a denial none of us can afford to make.

## An Afterword

The mixed messages which kids receive daily from adults around them and the media make formal drug prevention efforts more difficult. The American Council for Drug Education, in its recently released handbook-video guide *Drug Free Schools*, cites the example of the high school coach who "may not condone the use of steroids, amphetamines, cocaine, and nonprescribed anesthetics, " but through an "overemphasis on speed, strength, and perseverance in the face of injury and fatigue, indirectly support such abuse." Television programs and movies and print and audio commercial messages from many leading companies and corporations also contribute to the problem. Want to be a better parent? Just take the right kind of pain killer when your kid gets on your nerves. Want to be successful, sexy, chic? Light up the right brand of cigarette. Want to insure a laugh on the soundtrack? Throw a good-natured inebriate into the script. Just saying no may hardly seem worth the effort when such glamor and social acceptance are portrayed as the alternative reward. As the NASSP's Scott Thomson notes, "There are no drug-free schools without drug-free communities." It's up to each of us to be involved.

*Source: "School Drug Prevention Programs—The Best Ones Start Early and Involve You" by Susan Hlesciak Hall. Reprinted with permission from NETWORK for Public Schools and the National Committee for Citizens in Education, 900 Second Street NE, Washington, DC 20002.*



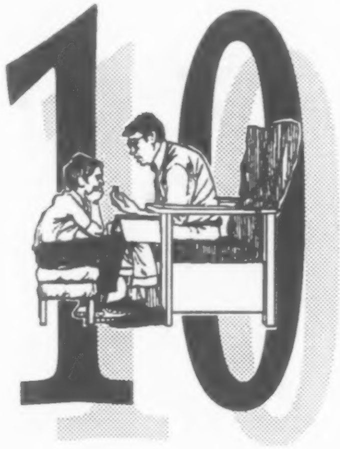
(C, P)

# Ten Easy Steps for Parents

Here are ten easy steps you can take to help prevent your child from using alcohol or other drugs.

- Talk with your child about alcohol and other drugs. You can help change ideas your child may have that "everybody drinks, smokes, or takes drugs."
- Learn to really listen to your child. Your child is more likely to talk with you when you give verbal and nonverbal cues that show you are listening.
- Help your child feel good about himself or herself. Your child will feel good when you praise efforts, as well as accomplishments, and when you correct by criticizing the action rather than the child.
- Help your child develop strong values. A strong value system can give your child the courage to say "No" rather than listen to friends.
- Be a good role model or example in your own use of alcohol, other drugs, or tobacco. Your habits and attitudes may strongly influence your child's ideas about alcohol, tobacco, and other drugs.
- Help your child deal with peer pressure. A child who has been taught to be gentle and loving may need your "permission" to say "No" to negative peer pressure.
- Set firm "no use" rules about drinking and other drug use by your children. It's helpful when you make specific family rules about your child not using alcohol or other drugs or smoking cigarettes. And it's helpful to tell your child the punishment for using them.
- Encourage healthy, creative activities. Hobbies, school events, and other activities may prevent your child from using alcohol, tobacco, or other drugs out of boredom.
- Team up with other parents. You can join other parents in support groups that will reinforce the guidance you provide at home.
- Know what to do if you suspect a problem. You can learn to recognize the telltale signs of alcohol, tobacco, and other drug use—and get help.

*Source: U.S. Department of Health and Human Services; Alcohol, Drug Abuse, and Mental Health Administration.*



(A, K, C, P)

# Are You a Drug Quiz Whiz?

Here are 12 questions to test your knowledge about drugs and drug abuse. It is not important that you answer all of the questions right. You might be surprised when you check the answers. But they are the facts.

What is important is that you start thinking about the impact of drugs on your life. This quiz will increase your awareness of the drugs most often abused or misused and how drugs can affect you. If you have any questions or concerns about the answers, you may want to discuss them with your parents, family physician, counselor, or call a drug information hotline, if your community has one. To learn more, write to:

**National Clearinghouse for**
**Alcohol and Drug Information**
**P.O. Box 2345**
**Rockville, Maryland 20852**

## Are You a Drug Quiz Whiz?

Mark your answers, then turn the page to find out if you're right.

1. The most commonly abused drug in the United States is
   ☐ marijuana
   ☐ alcohol
   ☐ cocaine
   ☐ heroin

2. Which age group has the highest percentage of drug abusers?
   ☐ 10-17
   ☐ 18-25
   ☐ 26-35
   ☐ 36-60
   ☐ 61 and over

3. Most drug users make their first contact with illicit drugs
   ☐ through "pushers"
   ☐ through their friends
   ☐ accidentally
   ☐ through the media

4. The majority of inhalant abusers are
   ☐ men
   ☐ children
   ☐ women
   ☐ the elderly

5. Which of the following poses the greatest health hazard to the most people in the United States?
   ☐ cigarettes
   ☐ heroin
   ☐ codeine
   ☐ LSD
   ☐ caffeine

6. What sobers up a drunk person?
   ☐ a cold shower
   ☐ black coffee
   ☐ a traffic ticket
   ☐ time
   ☐ walking

7. Which of the following should *never* be mixed with alcohol?
   ☐ amphetamines
   ☐ sedatives
   ☐ cocaine
   ☐ cigarettes

8. Medical help for drug problems is available without legal penalties:
   ☐ if the patient is under 21
   ☐ under the protection of federal law
   ☐ in certain states

9. Stopping drug abuse before it starts is called
   ☐ prevention
   ☐ withdrawal
   ☐ tolerance
   ☐ education

10. How long does marijuana stay in the body after smoking?
    ☐ one day
    ☐ up to a month
    ☐ 12 hours
    ☐ one hour

11. The use of drugs during pregnancy
    ☐ should be limited to tobacco and alcohol
    ☐ may be harmful to the unborn child
    ☐ should cease at 26 weeks

12. What makes marijuana especially harmful today?
    ☐ it is much stronger
    ☐ it could affect physical and mental development
    ☐ younger kids are using it
    ☐ none of these
    ☐ all of these

*(Answers are on the back of this page.)*

**1. ALCOHOL.** It is estimated that about 10 million people in the United States are dependent on alcohol. About two-thirds of all adults are occasional drinkers of either wine, beer, or some other alcoholic beverage. About half of all junior high school students have tried some type of alcoholic drinks.

**2. 18-25.** The findings from the 1982 National Survey on Drug Abuse showed that among the three major age groups surveyed (12-17, 18-25, and 26 and over), illicit drug abuse was most prevalent among young adults, ages 18-25.

**3. THROUGH THEIR FRIENDS.** The pressure from friends to experiment with drugs can influence many people to try drugs, especially young people. Being accepted by friends is strong pressure. But showing friends that you care when they feel bad about themselves and their lives and helping them solve problems can prevent them from becoming involved with drugs.

**4. CHILDREN.** Inhalant abuse is rising among children between the ages of 12 and 17. These substances are readily available in household products and are often found in aerosol sprays. Inexpensive and available aerosol products can cause irregular heartbeats, breathing problems, and sudden death.

**5. CIGARETTES.** There are over 50 million cigarette smokers in the United States. It is estimated that 300,000 deaths each year are related to tobacco use. Some of the long-term effects of smoking are emphysema, chronic bronchitis, heart disease, and cancer of the lungs, mouth, larynx, and esophagus. Women who smoke during pregnancy run the risk of having babies that weigh less or of losing their babies through stillbirth or death after birth. Therefore the health risks associated with tobacco are exceptionally high.

**6. TIME.** There are no shortcuts to sober a drunk person. Once alcohol is in the bloodstream, it takes time for the body to rid itself of the alcohol. This process, called metabolism, takes about two hours for each drink taken.

**7. SEDATIVES.** (Also known as tranquilizers and sleeping pills.) Most people do not realize that alcohol is a sedative drug. Combining sedatives with alcohol increases their effects. Judgment is impaired and lapses in memory can occur. In this confused state, users can unintentionally take larger or repeated amounts of these substances. This can result in comas and death. More Americans die from overdoses of barbiturates (another sedative) than from heroin addiction.

**8. UNDER THE PROTECTION OF FEDERAL LAW.** Under federal law, people can seek help for drug problems. Federal law in most instances requires doctors, psychologists, and drug treatment centers to keep confidential any information received from drug patients, if the drug treatment program is federally assisted. However, it may be necessary for information to be given to other doctors to help in treating patients or to insurance companies to help to provide benefits for patients. This can only be done with the patient's consent.

**9. PREVENTION.** Children are confronted with drugs and the pressure to use drugs. This occurs wherever they live. Young people are faced with alcohol and tobacco at a very young age. They should be taught how to say "no" when drugs are offered. The purpose of prevention is to provide young people with healthy and attractive alternatives to drug abuse. This involves the whole community and includes helping young people to develop meaningful relationships with parents, teachers, and peers.

**10. UP TO A MONTH.** The major active ingredient in marijuana is tetrahydrocannabinol (THC). Scientists have discovered that THC accumulates in the fatty tissues of the cells and is eliminated slowly. It takes approximately four weeks for the body to rid itself of THC.

**11. MAY BE HARMFUL TO THE UNBORN CHILD.** Pregnant women should be extremely careful about taking any drug, even aspirin, without consulting a physician. Research has shown that heavy smoking and drinking can harm the fetus. Babies born of narcotic- and barbiturate-dependent mothers are often born drug dependent and must receive special care.

**12. ALL OF THESE.** In 1975, marijuana street samples rarely exceeded 1 percent THC (tetrahydrocannabinol) content; today, marijuana samples containing 5 percent are common. Sinsemilla, a cultivated form of marijuana which is becoming more readily available in this country, may contain as much as 7 percent THC. The amount of THC determines its psychoactive potential. The more potent marijuana increases the physical and mental effects, and the possibility of health problems to the user.

Research shows that marijuana effects can interfere with learning by impairing thinking, reading comprehension, and verbal and arithmetic skills. Young people need to learn how to make decisions, to handle success, and to cope with failures. Drug abuse can prevent them from growing up to become mature, responsible people.

Studies of teenage marijuana use show that many young people in the 12-to-17 age group started smoking marijuana in junior high school. There is a strong relationship between regular marijuana use and use of other drugs—hallucinogens, uppers, downers, and heroin. Although this evidence does not prove that using marijuana causes use of other drugs, it suggests that the earlier a person starts to smoke marijuana, and the heavier the use, the more likely it is that the person will use even stronger psychoactive drugs five years later.

*Source: Department of Health and Human Services, Alcohol, Drug Abuse, and Mental Health Administration.*

# FAST Program Links Families and Schools Together

A model for a community-wide program of prevention and early intervention is Families and Schools Together (FAST). FAST is a collaborative program for children at risk that aims to prevent future school failure, juvenile delinquency, and alcohol and other drug abuse in adolescence. The FAST program has realized considerable success using a family-based approach that strengthens parent-child relationships, enhances overall family functioning, reduces family stresses, encourages family networking, and helps families feel more comfortable in their dealings with schools and other community resources. FAST begins in the school and creates bridges between the child's family and the community.

The FAST program was conceived and developed by Lynn McDonald of Family Service, a private nonprofit mental health agency in Madison, Wisconsin, where FAST was first implemented in 1988. FAST is a collaboration involving the schools, nonprofit mental health social services, education and assessment agencies for alcohol and other drug abuse, and the families of the children.

## *What Does FAST Do?*

1. FAST helps at-risk children to feel better about themselves and do better in school. The FAST program encourages parents to spend quality time with their children every day. Parents are coached in an effective play-therapy technique, and the children show significant improvement in self-esteem, attention span, and classroom behavior in a short time.

2. FAST targets the whole family, not just the at-risk child. FAST brings the whole family together. Families are recruited in their own homes and are invited to participate voluntarily in eight weeks of multiple-family group meetings. The structured FAST curriculum is designed so that everyone, regardless of age, can have fun while systematically altering parent-child interactions, empowering parents, and building parent support groups.

3. FAST is collaborative. FAST is interdisciplinary, inter-agency, and inter-bureaucratic. All facets of the program are reviewed regularly by all collaborators. The challenge of positive intervention for children at risk demands collaboration across sectors of the delivery system.

4. FAST targets elementary school children through universal screening by teachers identifying at-risk children. Virtually everyone agrees on the importance of early intervention to the critical issues of alcohol and other drug abuse, high school truancy, and delinquency. FAST makes use of elementary teachers' observations to lead to school referrals to FAST, with parent agreement.

5. FAST empowers parents to become partners in the challenge of helping children at risk. FAST employs a cooperative model of partnership with the families of at-risk children. Parents are often hard to reach and are mistakenly characterized as being unconcerned about their children. But FAST regards parents as experts on the subject of their children. FAST uses a stress model to support parents while engaging their active, voluntary participation in all levels of the program: policy development, curriculum development, recruitment of new families, hosting meetings, and fundraising. A Parent Advisory Council, composed of FAST parent graduates of the eight-week program, participates in all of these activities.

6. FAST increases feelings of affiliation between the families of at-risk children and the school. FAST acknowledges and addresses the many attitudinal barriers to effective intervention. School staff and other human services professionals sometimes carry stereotypical perceptions of the families of at-risk children, while many families' interactions with school personnel have been limited in the past to problems and complaints. FAST meetings encourage new perspectives; they provide opportunities for the at-risk child to observe the cooperation between his/her parents and teacher. Research suggests that familial feelings of affiliation toward the school contribute greatly to a child's likelihood of completing high school.

7. FAST gets voluntary attendance of the whole family. About 80 percent of the families who attend one FAST meeting continue on to graduate from the eight-week program. Most of these families are hard to reach: 60 percent have no car and 40 percent have no phone. These families do not ususally go to school functions or to prevention projects, but they do go to FAST.

8. FAST has aggressive outreach with specific incentives to motivate the participation of entire families. FAST recruits families in person, in their homes; provides free transportation to and from meetings; provides a free meal for the whole family at every meeting; provides free child care for infants and toddlers at meetings; give "FAST lottery" tickets to families for completing homework assignments; and has monthly meetings for two years for families who have graduated from the eight-week program.

9. FAST develops a parents' support network with parents who are stressed and isolated. Clinicians and researchers agree that high stress without social support often causes trouble for the whole family, especially the at-risk child. FAST parent groups promote the development and nurturing of a "buddy system" at weekly meetings, and parent graduates hold staff positions to run monthly meetings.

10. FAST projects are quantitatively evaluated to determine the impact of the program on the child and the family and to ensure replicability. Standardized questionnaires with established reliability and validity have been selected for pre/post administration by teachers and parents. Measures indicate increases in self-esteem at home, attention span in the school, classroom conduct, family closeness, and support systems.

Replication of the FAST program model in other communities is an involved process because of the program's necessarily collaborative nature and its foundation in family therapy principles. The FAST training program is organized into three phases and costs approximately $4,200.

*Source:* An Overview of the FAST Program, *Family Service Inc., 128 East Olin Avenue, Suite 100, Madison, WI 53713; (608) 251-7611. For more information about the FAST program, please contact David Hanson (for inquiries within Wisconsin) or Nancy O (for inquires outside the state).*

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# Parent Prevention Networks Are Key to a Drug-Free Environment for Kids

In times of crisis and social change, parents sometimes require more than family support. They want to be part of a larger support system that includes other parents, and they need to be connected to a community as a whole. Parent networks bring parents together and mobilize them as a group for positive change. These programs involve the formation of support systems through finding common concerns and making decisions on ways to deal with alcohol and other drug abuse among young people.

The influence of parents is a major reason why children choose not to use drugs. By forming networks, parents can become catalysts in the community to reduce and/or prevent the use of alcohol and other drugs by children.

## *What Do Parent Networks Do?*

Parent networks

- increase communication among parents.
- offer opportunities to explore various parenting issues.
- provide the support needed to confront unhealthy or inappropriate community attitudes regarding children and/or alcohol and other drugs.

## *Setting Up a Parent Network*

Parent networks can be formed in cooperation with schools, churches, or civic organizations, or they may operate independently within a community. Among the steps to be taken to implement a parent network are

- developing a steering committee of parents with administrative input. A strong steering committee is very important to the success of a network. Leadership of the monthly network meetings may be rotated among all members of the steering committee.
- writing and adopting a parent network agreement. Members of a parenting network might agree to
  - have only chemical-free activities for their children within their own homes;
  - always chaperone home parties;
  - communicate by telephone regarding the activities of their children; and
  - work with school administrators and public agencies in the enforcement of school policies and public laws on the use of chemicals.

  Parent members can also agree to provide each other with education about drugs and drug abuse and to plan and promote alternate activities for their children.
- presenting the network to the community, via workshops, public meetings, printed material, and the mass media.

## *Parents Are Not Alone*

Being a responsible parent alone is difficult; the support of other parents can make it easier and more effective. A parent network is a positive, simple, effective approach to problems which exist in the community. Parents can effect changes in their communities through a network of parent support and communication. Parent networks can be a valuable source of information and reinforcement for parents who are serious about their responsibility to help their children resist the pressure to experiment with chemicals of any kind.

*Sources: Wisconsin Department of Public Instruction.* Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide. *Madison, WI, 1991.*

**FAMILIES IN EDUCATION**

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# The Use of Steroids in Sports Can Be Dangerous

Every athlete, whatever the sport, wants to win. The recent well-publicized deaths of several outstanding athletes from cocaine- or alcohol-related causes have made many people painfully aware that using so-called "recreational drugs" is incompatible with becoming—and remaining—a winner, and it can be fatal. Abuse of these drugs by those who know the risks and care about the possible consequences of use for their minds and bodies is, in fact, declining.

But another less publicized type of drug abuse with equally serious consequences is continuing. Ironically, these drugs are not taken for kicks. Those abusing them don't think of themselves as "drug abusers." They use them because they believe "everyone is doing it," to keep up with competition, to give themselves a competitive edge, or to avoid giving other competitors an unfair advantage. Too often these drugs are taken with the encouragement of teammates, sometimes even of coaches.

These drugs are anabolic and androgenic steroids, powerful synthesized derivatives of the male hormone testosterone. Developed in Europe in the 1930s, these drugs have important medical uses. Their ability to rebuild body tissue following surgery, infection, or other causes of drastic weight loss makes them valuable medical assets.

Since steroids build body tissues, it is almost inevitable that athletes—and their coaches—would be attracted to using them to increase muscle strength and mass. Because a small improvement in athletic performance may appear to make the difference between a gold and a bronze medal in the Olympics or in winning versus losing a game, the temptation to use steroids can be great.

Anabolic-androgenic steroid use presents a very real health risk to those youth who have become involved or are contemplating its use. Steroid use is perpetuated, in part, by the "win at all costs" mentality of our adult society that places unrealistic expectations on many of our young people and coaches.

The use of anabolic steroids has invaded sport. The total integrity of sports is at risk. This risk can affect all who are involved in sports, including coaches, parents, and, certainly, the athlete.

## *Why Use Steroids?*

Studies show that steroid users want to bulk up, to look better to peers, and to perform better in athletics.

## *Who Uses Anabolic-Androgenic Steroids?*

According to the most recent studies, between 5 and 12 percent of all male high school athletes and 1 to 2 percent of all female high school athletes have used anabolic-androgenic steroids. Some experts suggest that these figures may be well into the double-digit range. We do know that the numbers are increasing.

Over one-quarter of a million American teenagers have used anabolic-androgenic steroids. That's an average of approximately ten users per high school. Is your child's high school average? This is one time when it would be better to be below average!

## *Steroid Use Can Have Life-Threatening Consequences*

Athletes who use steroids risk

- high blood pressure and water retention,
- heart disease,
- enlargement of the prostate gland in males,
- liver cancer or jaundice,
- premature closing of 'growth plates' in the long bones of adolescents, leading to permanent stunting of growth,
- breast development in males and excess facial/body hair and deepening of the voice in females,
- eventual decreased sex drive and possible infertility,
- nervous tension, paranoia, and anti-social behavior,
- sleep disorders,
- serious acne that may leave permanent scars.

## *The Bottom Line*

The risks of steroid use are now well documented. But there is also little question that national and international competitive pressures remain intense. This, coupled with the athlete's

Wisconsin Department of Public Instruction/Herbert J. Grover, State Superintendent/125 South Webster Street/P.O. Box 7841/Madison, Wisconsin 53707/(608) 266-1771

strong desire to excel, may make it appealing to use anything that might improve athletic prowess even slightly. Experts in sports medicine agree that using anabolic steroids poses unacceptable risks to the individual and has an ultimately destructive effect on sports. However, they also agree that use has reached epidemic proportions. More athletes are using these drugs than ever before and at ever younger ages. If the war on drug abuse is to be won on the playing fields, it is essential that each athlete become more aware of the enormous price steroid use can exact. Indiscriminate steroid use may end a playing career or a life itself.

## *What Can Be Done About Steroid Use?*

Families, coaches, and others in an athlete's life can make sure the athlete knows that his or her well-being is more important to them than winning. A wholesome perspective about winning can make a difference. Drug abuse in all forms can only be eliminated when all of us—including athletes—become convinced it's not what winning in life or on the athletic field is all about.

Coaches are instrumental in the battle against steroid use by young athletes. It is doubtful that very many, if any, high school coaches promote steroid use. However, research points out that most athletes believe their coaches condone use—most of the time by inaction or turning their backs on the problem. Coaches are significant role models for young athletes and must speak out against the use of steroids and other drugs.

## *What To Do If You Suspect Steroid Use*

Signs of steroid use include

- quick weight gain,
- difficulty sleeping,
- puffy appearance,
- sudden increase in strength,
- greatly increased appetite,
- mood swings,
- fluid retention,
- severe acne.

If you suspect that a young person is using steroids,

- document the specific behaviors that cause you to be concerned.
- talk with the athlete about your specific concerns and tell him or her that you care and are concerned.
- listen to what the athlete has to say.
- state your expectations clearly and tell the athlete what you want her or him to do.
- tell the athlete what you are willing to do to help meet your expressed expectations.
- be honest. Tell the young person what you know from a position of concern rather than in a judgmental way.

While we should not jump to conclusions about a student-athlete's use of steroids, neither should we turn our backs on a possible problem.

*Sources: TARGET, P.O. Box 20626, Kansas City, MO 64195; (800) 366-6667 or (816) 464-5400. The brochure "Steroids" is available free of charge from this organization.*

*"The Fact Is . . . The Use of Steroids in Sports Can Be Dangerous," by the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; (301) 468-2600. This fact sheet is also available at no charge.*

*Information on steroids can also be obtained from the U. S. Food and Drug Administration, Office of Public Affairs, Room 15A-19, 5600 Fishers Lane, Rockville, MD 20857.*

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# What Parent Groups Can Do to Help Schools Be Drug-Free

- Share information on the warning signs of drug use. Invite a police officer or allied health professional to make a presentation.

- Invite parent educators to talk to parents about how to communicate with their children about drugs.

- Develop model guidelines for dealing with their children's behavior, including guidance on appropriate rules and curfews and establishing a parent phone network.

- Develop handouts for parent on sources for help, support, therapy, and rehabilitation. Provide phone numbers and references.

- Sponsor workshops, talks, or potluck dinners to talk about drug-related issues and possible solutions.

- Strengthen the PTA's (or other Parent-Teacher Organization's) position on working with schools to fight the drug problem.

- Conduct surveys of drug use at home, malls, concerts, school-sponsored events, etc.

- Compile and review model policies and drug education curricula used in other schools.

- Contact civic organizations and community nonprofit associations for donations of materials, funds, and expertise that can be used in drug education.

- Sponsor speakers from the county juvenile services office or the police to speak to parents and school staff about legal issues.

- Invite religious and business leaders to speak to parents and school staff about drug policy issues. Service organizations such as the Lions Club have launched drug education programs and can explain what they are doing.

- Conduct fund-raising events to help schools buy better curricula materials, provide resources for teacher training, or hire support staff to monitor students' drug use. Work with community organizations to solicit donations through inserts in phone bills or bank statements.

- Provide volunteers to assist school staff in monitoring school grounds, taking attendance, and helping with paperwork.

- Arrange with businesses to hire students who are drug-free.

- Write articles or press releases to document progress in making schools and children drug-free.

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# Key Elements In Effective Prevention

As a result of studies with more than 150,000 students in 35 states conducted during the past seven years, Search Institute, a non-profit research and evaluation firm, has identified the following six dimensions of effective prevention programs.

- **Parent Expectations:** Alcohol and drug use is relatively low among adolescents whose parents set strict rules about chemical use, monitor compliance and enforce the rules. In Search Institute's statewide surveys, the factor that most distinguished chemical users from non-users was response to a question about, "How upset would your parents be if you came home from a party, and your parents found out you had been drinking."

- **Peer Influence:** Chemical use or non-use is strongly related to what one's friends can do. Parents can undermine the negative influence of friends by steering children away from certain associations and toward other relationships where the influence is known to be more positive. One effective way to do this is to unite with other parents to ensure that social events for young people are chemical-free.

- **School Environment:** Chemical use tends to be lower among adolescents in schools where there are firm policies about drug use and where these policies are maintained and enforced.

- **Social Networks:** The degree to which adolescents are involved in adult-supervised programs and activities is another factor which inhibits chemical use.

- **Social Competency:** A number of social skills, all of which can be promoted by family, school, church or other organizations, can serve as important factors in prevention. These include friendship-making skills, communication skills, decision-making skills and the ability to say "no" when peer pressure mounts.

- **Personal Values:** Adolescents who refrain from alcohol and other drug use, in comparison to other youth, are more committed to education and educational achievement, more involved in people-helping activities, more confident that the future holds promise, more affirming of religion and more able to resist immediate gratification of needs.

These factors work best in combination. For that to happen, all the key players—parents, schools, churches, community organizations and civic groups—must assume responsibility for prevention, joining hands to launch a coherent, sustained community-wide effort.

*Source: Benson, Peter L.* The Troubled Journey: A Portrait of Sixth to Twelfth Grade Youth. *Minneapolis: The Search institute, 1991. Reprinted with permission of Lutheran Brotherhood.*

# An Asset Checklist for Teens and Parents

The following assets have been found to be key elements in effective prevention of alcohol and drug abuse among teenagers. Young people should ideally have at least 25 of the 30 assets listed below, but the average teenager has 17. How many can you check?

| Teens | Parents | How many external assets are present in teen's life? |
|---|---|---|
| ☐ | ☐ | Parents are loving, easy to talk to, and available when teens want to talk. |
| ☐ | ☐ | Parents frequently take time to talk seriously with their children. |
| ☐ | ☐ | Parents express their own standards for teenage behavior. |
| ☐ | ☐ | Parents talk with their teenager about school and sometimes help with school work and attend school events. |
| ☐ | ☐ | Parents set rules and enforce the consequences when the rules are broken. |
| ☐ | ☐ | Parents check on where their teenager is going, with whom, and for how long. |
| ☐ | ☐ | Parents are approachable when the teenager has something serious to talk about. |
| ☐ | ☐ | The number of nights the teenager may spend out of the home "for fun and recreation" is limited. |
| ☐ | ☐ | The teenager has three or more adults, in addition to parents, to whom he or she could go for help. |
| ☐ | ☐ | The teenager has frequent serious conversations with an adult who is not his or her own parent. |
| ☐ | ☐ | The teenager's friends are a constructive influence, are doing well at school, are staying away from contact with drugs, alcohol, and other at-risk behavior. |
| ☐ | ☐ | The teenager attends church or synagogue at least once a month. |
| ☐ | ☐ | The teenager sees the school atmosphere as caring and encouraging. |
| ☐ | ☐ | The teenager participates in band, orchestra, or takes lessons on a musical instrument involving three or more hours of practice a week. |
| ☐ | ☐ | The teenager participates in school sports activities or other organizations three or more hours per week. |

| **Teens** | **Parents** | **How many internal assets are present in teen's life?** |
|---|---|---|
| ☐ | ☐ | Tries to do his or her best at school |
| ☐ | ☐ | Hopes to be educated beyond high school |
| ☐ | ☐ | Earns above-average school grades |
| ☐ | ☐ | Does six or more hours of homework weekly |
| ☐ | ☐ | Is good at making friends |
| ☐ | ☐ | Tries to stand up for her or his beliefs |
| ☐ | ☐ | Cares about other's feelings |
| ☐ | ☐ | Is good at planning ahead |
| ☐ | ☐ | Is good at making decisions |
| ☐ | ☐ | Has a positive attitude toward self |
| ☐ | ☐ | Envisions a happy future for her/himself |
| ☐ | ☐ | Shows concern for the poor |
| ☐ | ☐ | Is interested in helping and improving life for others |
| ☐ | ☐ | Holds values that prohibit having sex as a teenager |

*Source: Benson, Peter L.* The Troubled Journey: A Portrait of Sixth to Twelfth Grade Youth. *Minneapolis: The Search Institute, 1991. Reprinted with permission of Lutheran Brotherhood.*

# Preventing Domestic Violence

Domestic violence is a serious problem of major proportions facing our society today. Increased attention has focused on the many forms of domestic violence, especially child abuse, spouse abuse, and elder abuse. Only recently, however, have we come to more fully recognize the devastating impact that domestic violence has on children who are not themselves abused, but instead witness abusive behavior between their parents.

The victims of spouse abuse are not the only ones at risk when it occurs. In fact, all members of the family are exposed to an ever-widening circle of problems created by domestic violence. In particular, children, as secondary victims of domestic violence, often end up struggling alone with serious emotional problems that can result in diminished academic and interpersonal functioning. In addition, they are at substantial risk of being abused themselves.

## *Why Should Members of the Educational System Be Concerned About Domestic Violence?*

Children living in emotionally and physically abusive homes, even when they are not direct targets of abuse, are victims of the situation. As secondary victims, children must struggle and cope with a high level of stress that comes from the fear of injury to their parents, other family members, and to themselves, as well as the stress that comes from living with poor parental role models and associated family dysfunction. In addition, many children whose parents are battered often become victims of abuse themselves. Current estimates indicate that between 45 and 60 percent of all spouse abuse cases eventually include child battering as well.

The failure to adequately address the problems that students experience as a result of domestic violence can lead to serious short-term consequences. As a result of being a secondary victim of domestic violence, children often fail to thrive intellectually and achieve academically. They are often the students who are highly disruptive or overly withdrawn.

Educators, because of their role in the socialization of children, should also be aware of the potential for long-term consequences in failing to adequately address problems of domestic violence. Obviously, the individuals who are abused suffer. What is not so obvious, perhaps, are the problems that future families of secondary victims will experience as the pattern of violence is repeated. According to research, there is a strong and significant tendency for men who witness parental spouse abuse to repeat the abusive pattern in their own intimate relationships as adults. These results provide another strong reason for early intervention with children of violent couples.

School systems, confronted with many social problems, are developing strategies to prevent and manage problems such as substance abuse, increased teenage pregnancies, suicidal intent, and other self-destructive and socially disruptive acts. Because domestic violence has detrimental effects on children, their families, and therefore on society in general, strategies must be developed to also address this problem.

## *What is Domestic Violence?*

Domestic violence is the umbrella term used to describe physically or mentally abuse behavior between family members. Family members, for the purposes of defining domestic violence, are those persons who reside in a family-like setting or are involved in an intimate relationship. Domestic violence can occur between adults, between siblings, adult to child, or child to adult. Abuse runs along a continuum of behavior and can range all the way from verbal harassment to murder.

Domestic violence is the manipulative physical and/or psychological behavior by one family member or household member (perpetrator) that forces another (victim) to do something against his or her will and without regard for the rights of the individual being abused. It is the willful infliction of physical pain, injury, or mental anguish. Physical and emotional violence are the basic forms of domestic violence. Domestic violence threatens the well-being of all family members.

## *What Types of Families Suffer from Domestic Violence?*

All families, regardless of socioeconomic class, background, race, religion, or generation, are equally at risk of experiencing domestic violence. Studies have shown that violence in the home is extremely prevalent. It is currently estimated that one out of every three families is affected.

## *How Are Children Affected by Domestic Violence?*

Just as children of alcoholics have been identified as a distinct population, so must children from violent families be recognized as having difficulties and needs as a result of living in their dysfunctional families. Particularly because there are no bruises or physical scars, the impact of family violence on a child can easily be overlooked.

That children are affected by what goes on in the family is generally accepted by parents and teachers and is confirmed by research as well. Children, as secondary victims of domestic violence, display a broad range of maladaptive behaviors. Studies indicate that children who are exposed to spouse abuse are more likely to be anxious, depressed, and/or aggressive.

Personality traits that affect a child's ability to function in relationships and perform in the classroom are directly influenced by exposure to family violence. These include self-esteem, perceptions of control and autonomy, and self-control. Family discord has been found to influence children's conduct more than cognitive development. When the child's behavior in the classroom disrupts the learning environment, however, the academic/cognitive aspects of schooling are also affected.

## *What Behaviors Do These Children Display in the Classroom?*

Although observed classroom behaviors can rarely causally be linked to any one specific factor, there is mounting evidence that certain behavior patterns are often exhibited by children living in violent and discordant families. Behaviors that are displayed by children from violent homes may be widely disparate. They include

- aggressive, "acting-out" behavior;
- withdrawal;
- truancy and delinquency;
- poor peer relations;
- inappropriate interpersonal skills;
- poor communication skills.

Very frequently, the behavior that these children display is indicative of unmanageable stress stemming from their home life. Not all children react to stress in the same way. Stress often does not create problems in the classroom. Some children are able to cope with stressful events adequately, and their classroom functioning may not necessarily be affected. However, most children do have problems dealing with the type of stress created by living in an environment where spouse abuse occurs.

Many symptoms of stress are age related. Stress in elementary school children is exhibited in a variety of ways. Some children become very active, while others become withdrawn or passive. Some bully other children and are disruptive in the classroom (extroverted behavior) while others withdraw and become quite isolate from peers as well as from the activities going on in the classroom (introverted behavior).

Stress in older children is also expressed in a variety of ways. As children grow older and their thinking becomes more complex, feelings of isolation, loneliness, despair, and insecurity tend to increase as their comprehension of the situation increases and they develop a greater awareness of their inability to have any control over home problems. For some children, suicide becomes an alternative to an intolerable home life and associated stresses.

## *What Can Schools Do?*

There are a number of focused actions that schools and educators can take to help children affected by domestic violence and to assist in the effort to reduce the incidence of domestic violence. These include establishing education/prevention programs as well as delineating guidelines for responding to individual situations. Responses at the individual level should be a reflection of clearly stated administrative policies. However, even without an administratively directed response plan, appropriate teacher responses to individual children can be of critical importance to the academic and psychosocial development of the affected child. Corrective actions taken by the teacher on behalf of one child can contribute to a more positive learning environment for the entire class.

In domestic violence situations, schools are often the first outside institution that can recognize that a problem exists. As indicated earlier, many children will manifest behaviors that teachers and other school professionals can recognize as possible indicators of problems in the home. While schools are in a position to initiate intervention responses in the best interests of the child, it is not the school's role to provide long-term therapy to violent parents or other adults in the child's home.

The schools are key social institutions that can be instrumental in helping people move out of the cycle of violence. This can be most effectively done when the schools act as an integral member of a network of public and private organizations and agencies, made up of concerned professionals and enlightened citizens, that work together to alleviate domestic violence.

Schools can respond to domestic violence by initiating programs of prevention through education and by responding on behalf of individual children. Systematic development of programs for preventing domestic violence can include interagency collaborations, policy development, public information campaigns to heighten awareness of domestic violence, and education and training of school personnel. Responding to individual cases is primarily a matter of educators being able to identify children with problems and refer them to the appropriate professional within the school. Educators cannot be expected to try to diagnose or provide extensive counseling and treatment to a child experiencing violence in the home.

*Source: Excerpted with permission from* Domestic Violence: The Effects on Children, *published by the New Jersey Department of Community Affairs, October 1990. For copies of the complete booklet, write to the New Jersey Department of Community Affairs, Division on Women, Domestic Violence Prevention Program, William Ashby Community Affairs Building, 101 South Broad Street—CN 801, Trenton, NJ 08625-0801; (609) 292-8840.*

*For more information on preventing domestic violence, consult* Dealing With Child Sexual Assualt and Abuse: A Resource and Planning *Guide by I. Lorraine Davis, published by the Wisconsin Department of Public Instruction. A new guide is currently being developed by the DPI.*

*In Wisconsin, community training to prevent domestic violence as well as other related information is available from Nancy Worcester, Domestic Violence Training Project Coordinator, 617 Lowell Hall, 610 Langdon Street, Madison, WI 53703; ph: (608) 263-2137.*

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# Schools and Families: On the Road to Family Fitness

A major challenge for educators in the 1990s is to motivate individuals and families to become responsible for their personal and family health by practicing positive, healthy lifestyle activities.

The following list of activities is provided to encourage schools and families to become engaged in health-enhancing activities.

- One of the easiest physical activities to promote both in school and at home, for students, staff, and entire families, is walking. Two suggested resources are: *Walking for Little Children* and *The Walking Wellness Teacher's Guide*, both available through Creative Walking, Inc., P.O. Box 50296, Clayton, MO 63105.

- Encourage your local newspaper to start a weekly or monthly series on your district's health and wellness program.

- Set up demonstrations in a local shopping mall where students perform calisthenics, jump rope, check blood pressure, practice CPR, etc.

- Invite a representative from your local senior citizens' group to talk to students about the aging process, special needs and interests, and fitness activities for life.

- Send a letter to parents outlining the health and safety programs available to students and their families through your school system. Include the names and phone numbers of school district contacts.

- Invite local law enforcement officials to talk to elementary-age children about bicycle safety. Develop a brochure showing bicycle trails in the community as a handout.

- Sponsor a fun walk for your school. Solicit support and involvement from parents, staff, and your students.

- Organize a community clean-up day in cooperation with local community officials.

- Motivate teachers to encourage their students to maintain a regular exercise program through activities such as walking, jogging, biking, skiing, and other lifetime sports.

- Develop a handout for parents and students on family health and fitness activities. This could include local walking and biking trails.

- Encourage physical education teachers to include a wide variety of activities in their programs that students and families can participate in outside of the school.

- Encourage your school librarians to purchase materials and develop bulletin boards which encourage participation in health-promoting activities and events.

- Work with your school district's special education director or designee to prepare fitness related materials for students and parents with special needs.

- Develop a recipe book of healthy after-school snacks for students and their parents.

- Invite a high school student to talk with middle and elementary students about the importance of positive health life styles.

- Plan a "Nutritious Snack Day" where students and staff bring snacks to school.

- Provide nutritious snacks for staff meetings.

*Source: Chet Bradley, Health Education Consultant, and Ken Wagner, Physical Education Consultant, Wisconsin Department of Public Instruction.*

(K, P)

# Reaching Hearing-Impaired Children Through Good Family Communication

Common family communication does not simply refer to the ability to use sign language, signed English, or an oral method of relating to children who are hard-of-hearing or deaf. Communication in a family is a two-way process that comes in many forms. Good family communication generally leads to stronger, happier, more secure children. Research suggests that families practicing good communication habits are more likely to produce children who adopt high moral standards, who develop the ability to make and keep friends, and who involve themselves in activities that help others. The dictionary defines communication as "... a process by which information is exchanged between individuals through a common system of behaviors, symbols, or signs."

Today, many families with children who are hearing-impaired accept sign language as their common system of communication and say that learning sign language is a vital ingredient in parenting families composed of both deaf and hearing members. The four following general tips may also increase quality communication. These tips were provided by eight deaf adults who grew up with hearing parents.

## *Time*

Spending time with the child to build the relationship is one communication technique. This "special time" should not be a requirement, but should be based on informal activities such as going bowling together or taking walks or drives as a family or as a parent/child pair. One successful adult with a hearing impairment remembered, "My parents helped me to accept my deafness by including me in their activities. They never stopped letting me know how proud they were of me. They became involved with my deaf friends. They bought a TDD (Telecommunication Device for the Deaf) just so we could stay in touch. This gesture was meaningful to me." Another observed, "There was a lot of love ... we walked and played together on the farm." A third person suggested participation in community activities as a good way to spend time together.

## *Sharing*

To encourage a child to share thoughts and feelings, it is helpful to model that process by initiating the sharing of thoughts and feelings. The child may feel more free and trusting to share such things with someone who shares their own successes and failures, therefore becoming more human. This was revealed by one interview participant concerning his parents. "They were generally wonderful to me, but when my parents admitted that they wished they had learned sign language and understood deaf culture, it made me feel more accepted by them," he said. Another suggested that sharing in the family's communication life is necessary, and further stated "... all family members should sign when a deaf member is present, and someone in the family should sign for guests, too."

## *Focus on concerns and interests*

Give children the opportunity to speak, and then listen to them. Let them know it's OK to talk about their worries as well as their achievements and daily events. Interview participants suggested learning about deafness and deaf culture by joining or attending local deaf clubs, parent teacher organizations or state and national associations for the deaf or hard of hearing or by getting information from a teacher of the hearing impaired or a school for the deaf. Enabling children to participate in activities such as Lions Summer Camp, Boy or Girl Scouts, and other extra curricular activities might be helpful. Meeting deaf adults from a local school district or school for the deaf can provide role models as well as information. One participant suggested that parents get involved in their child's life by meeting the parents of the child's friends.

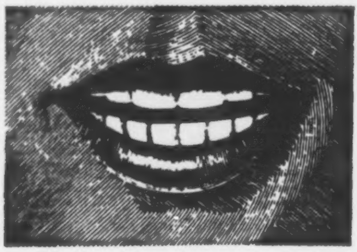
## *Non-Judgmental Listening*

The first reaction of a parent may be to give advice or criticism as a reaction to a child's concerns, because we all want the best for our children. In nonjudgmental listening, the listener holds back advice and criticism for a few minutes, listens carefully, then repeats what the child expressed by paraphrasing what was said. This type of communication describes feelings and what the listener may have felt in that particular situation. Advice should be identified clearly as *the parent's suggestion,* and not as something the child must do unless compliance is necessary.

One person reflected, "I was never told that I couldn't do something because of my handicap. If I failed on my own, then I learned from the experience."

A parent is still the leader in the family, entitled to guide and protect the child according to personal family values and beliefs. Parents can continue to encourage family communication and growth by explaining the reasons behind decisions and rules in the family, assisting children in feeling self-pride, and having confidence in themselves. By modeling good communication skills, openness, and caring, parents strengthen a hearing impaired child's ability to deal with the challenges of today's complex world. Parents can become models for their children to follow by giving hugs and listening as well as by maintaining an atmosphere of respect and open communication."

*By Nancy Kathman, WAVES newsletter, Vol. 1, No. 3. Kathman is an outreach teacher/ specialist at the Wisconsin School for the Deaf.*



(K, P)

# An Example of Parent Education at the Work Site

As educators of children, we know the importance of establishing a support system and educational program for parents. We also value the opportunity to create a meaningful partnership between teachers and parents. Working parents sometimes miss out on some of this. I felt that bringing parent education seminars to the work site during the lunch period would lay the foundation for accomplishing these goals. I was given funding to do this during the summer of 1988 through an award from the California State University at Northridge.

I developed and presented a nine-session program emphasizing child development information on children ages six weeks through adolescence. The session explored characteristics, activities, and particular needs of each age and stage, along with compatible parenting techniques. Discipline techniques, communication strategies, time management for the working parent, organizational methods, how to find time to be a "family," and how to work together at home were also addressed.

The participants, 43 mothers and five fathers including 12 single parents, were all employees of businesses in Warner Center industrial park in Woodland Hills, California. They represented a range of occupations, including clerks, technicians, and managers. The 48 participants among them had 78 children, more than half in the five- to 12-year-old age range, another third in the five and under age range.

The interests and needs of the parent participants dictated the actual format of each session. Usually, I first addressed the general topic for the session in an informal lecture and answered questions. Next, a small-group exercise reinforced the material covered and allowed the parents to exchange ideas. These small-group activities, which also gave the parents the opportunity to become better acquainted, eventually became supportive in nature.

By administering a questionnaire to each participant at the first and last sessions, I was able to study the short-term benefits of such a program on increasing parental perceptions of their coping skills at home and at work, parental competence, parent/child communication skills, discipline techniques, and family interactions and respect for one another.

## *Comments*

*This parenting class was very helpful for me and I would like to see it happen more often . . . . This class has helped me to deal with my kids on an effective base. I can now feel myself less stressed out. My question is, can they have these classes more often, especially for working parents who have to deal with stress at home and on the job?*

*There are times when I'm extremely tired and over my budget that I wish I were 18 again, but not once have I regretted having my son.*

*[These] seminars have helped me realize that as a parent I'm doing a good job, that many of the problems with my kids are more age related than "parenting related." I find myself more forgiving of my own parenting shortcomings. My only suggestion would be to have the same type of seminar for spouses!*

*This workshop has inspired me to make more quality time with my entire family.*

*This seminar was helpful in giving me additional tools . . . to use in raising the last child at home. The circumstances for the last one are difficult because I am a single parent.*

*This has helped me to understand what my children are doing is quite normal and not directed at me.*

*The ideas and information conveyed at these seminars were very helpful. However, most seminar attendees had older children, so their problems, dilemmas, and experiences were different than mine. This will be helpful for the future, but I wish more attention was given to younger children, say six months to two years. I felt that what was covered during the seminars was extremely helpful and worthwhile.*

*I now pull from this information every day of my life.*

*This workshop was most helpful in reminding me to be accepting of those things that cannot be changed, in* *reducing stress, and in making me more happy with myself.*

*It [the seminar] helped me to understand my child's point of view as well, and how to deal with her after I've had a stressful day.*

This is only one approach to parenting education. There are many others. This is only one group of parents. However, I believe that there are parents at many work places who would appreciate it if their employers would arrange for child development and parenting education classes "on site."

I also found this program to be rewarding for me. I gained insight into the challenges and complexities of the working parent's life, and I met many loving, dedicated, and persevering parents!

*By Dr. Garry Luethy, Assistant Professor of Home Economics, California State University at Northridge. Reprinted with permission of the National Association for the Education of Young children.*

# Twenty Ways to Encourage Your Children to Use Drugs

1. Never eat together as a family.
2. Never have family outings which occur weekly, monthly, or annually that they can look forward to as a family unit.
3. Talk **TO** your children, not **WITH** them; never listen.
4. Punish your children in public and never praise them or reinforce their positive behavior.
5. Always solve their problems; make their decisions for them.
6. Leave the responsibility of teaching morality and spiritual training to the schools and the church.
7. Never let your children experience cold, fatigue, adventure, injury, risk, challenge, experimentation, failure, frustration, discouragement, etc.
8. Threaten your children, i.e., "If you ever try drugs or alcohol, I'll punish you."
9. Expect your children to get "A"s in school in all subjects.
10. Always pick up after them and don't encourage them to accept responsibility.
11. Discourage your children from talking about their feelings, i.e. anger, sadness, fear, etc.
12. Be overprotective and don't teach your children the meaning of the word consequence.
13. Make your children feel that their mistakes are sins.
14. Put your children off when they ask "why" and tell them, "Because I said so."
15. Lead your children to believe that you are perfect and infallible.
16. Keep your home atmosphere in a state of chaos.
17. Never tell them how much you **love them** and never discuss **your feelings** with them.
18. Never hug them or display affection in front of them.
19. Always expect the worst and never give them the benefit of the doubt.
20. Don't **ever** trust them.

(A, K, C)

# You Can Effectively Launch Media Campaigns

Working with the media can be fun, creative, and a chance to carry out a project of real value to your community. School, community, parents, and religious groups—all have been the successful sponsors for a local media project.

You too can launch an effective campaign for alcohol and drug abuse prevention. New technology puts media development into the hands of everyone—you can videotape a teenager's rapping contest or a parents' discussion group, create professional-looking flyers on desk-top publishers, record your own radio spots with electronic backup sound, plasticize children's posters for permanent display. Many exciting and worthwhile projects are possible. Here are some guidelines for how to turn your ideas and concerns into effective media messages.

## *How Can I Be Sure to Reach the Target Audience?*

- Decide exactly whom you want to reach—select your target by such factors as age, sex, ethnic group, financial status, values, interests. This is called "segmenting" the audience. You need to know your target since different audiences will respond to different appeals, messages, and channels (what TV or radio shows do they watch?; which newspapers do they read?).
- Choose a person your audience can identify with to deliver the message who will be perceived as credible and knowledgeable.
- Design a message that appeals to your target audience and will hold their interest. People pay more attention to messages that tie into their needs or values. For example, teenagers care a lot about their appearance, about belonging and being accepted by friends, about being "cool" and in control. They are likely to listen to messages that say alcohol and other drugs interfere with getting these things.
- Pre-test your message with the target audience before going into production. Ask people from the target group what they think of the message. Do they like it? Do they understand it? Would they act on it? Might an alternative message be more effective? Message testing services are available if you need help.

## *What Would Be an Effective Alcohol/ Drug Message?*

- Plan to create messages that can influence the knowledge and attitudes of your target audience. It is not realistic to expect a media campaign—even a highly effective one—to change people's behavior. Messages can, however, reinforce behavior change initiatives and can help people maintain healthy lifestyles.
- Develop messages that can get your audience to think about and discuss the issues. Even better is to generate some action; the media can effectively convey clear, concrete suggestions for action, such as showing alternative behavior or ways of resisting pressure to use drugs.
- Base your message on scientific fact, being cautious to provoke only a low level of discomfort (as opposed to high level of fear that cannot be dealt with and will thus be rejected or ignored).
- Tie your messages to satisfying human wishes in the present, not in some distant future. People want desired gratifications and social acceptance in the "here and now" (e.g., control over one's life and health, improved self image, support from others, sense of belonging). Not wanting "bad breath now" will gain more notice from most audiences than a "there and then" message, such as "cirrhosis in 20 years."
- Consider creating a campaign to help your community establish social norms that promote and sustain healthy, safe behaviors. Society's norms can change, as is shown by the shift in American attitudes about smoking over the past 15 years.

## *What Does a Media Campaign Need to Be Successful?*

- Be attuned to the key components: adequate reach, frequency, and duration. One-shot messages are not enough. The audience needs to be reached over time with consistent repeated messages. Commercial advertisers believe that advertisements require an average of three exposures before consumers become aware of the product and achieve the "intend to purchase" stage. Even greater exposure is surely required to influence alcohol/drug and other behaviors, since these involve personal values and habits.

- Provide for interpersonal communications about the messages. Give the audience an opportunity to discuss —as opposed to just viewing— the campaign messages. Such personal involvement increases the likelihood that the campaign will be perceived as important and relevant, with an improved chance to influence people's attitudes and behavior.
- Demonstrate to the audience the desired actions or behavioral skills. The messages and skill-building efforts should be consistent and reinforce each other. Media plus community intervention usually produce greater effects on more people than media alone.

Plan a successful campaign that will

- — build awareness, knowledge, and understanding.
- — create or build motivation based on feelings and attitudes.
- — facilitate appropriate behavior by providing clear and specific steps to take and, where possible, demonstrate these . . . the "Call to Action."

## *How Can I Provide Follow-up in the Community?*

- Supplement your media campaign with written materials and with programs carried out wherever you can gain support—through the schools, community organizations, face-to-face interventions, or employee assistance programs. For campaigns involving drinking/driving, alcohol sales to minors, and regulatory matters, you will want to involve law enforcement and/or other environmental and regulatory agencies.
- Supplement your public service announcement (PSA) campaigns with messages delivered through other media channels. Examples are setting up guest appearances on talk shows, press kits, news conferences, general news stories, and posters where target audience members convene.
- Broaden your vision when planning your campaign so it reflects the issues your community cares about and will work on. You may want to focus on a public policy, regulatory, or enforcement issue, such as alcohol being served at teenage parties and public events, minor penalties for drunk-driving deaths, enforcing local laws on drugs, or enforcing the ban on tobacco sales to underage youth. Media and publicity campaigns can be effectively used to build public awareness about changes in laws, compliance, and knowledge of the consequences from alcohol/drug behavior.

## *Who are the "Movers and Shakers" to Involve in My Campaign?*

- Enlist the help of experienced media people— TV and radio station managers, disc jockeys, local newspapers and magazine editors, and the writers of newsletters for key local organizations. These gatekeepers should be the first to be convinced of the worth of a media campaign. You may be surprised also at the extent of help available through local schools and colleges for creating a 30-second PSA, taping a role-play scenario, or some similar activity.
- Enlist the support and cooperation from your community opinion leaders—people in a position to help politically or through their programs. These gatekeepers can include legislators, parent and teacher groups, activist groups, drug prevention and treatment organizations, law enforcement associations, and others. Their support will be absolutely essential for your campaign's success.
- Involve these gatekeepers in a significant way throughout your campaign. Through them, you will be able to extend the reach, the frequency, the duration, and the targeting of the campaign messages. Use these leaders, experienced in the ways of your community, to help "segment" your audience and plan how best to reach your target groups— whether by TV, radio, the local "rag," displays on buses, or maybe a sign on the town's water tower.

Remember—drugs and alcohol are everybody's problem. Many people in your community care and want to help. Your media campaign can be fun, can be effective, and can involve many groups and people.

*Prepared by the Office for Substance Abuse Prevention, Rm. 13A54, 5600 Fishers Lane, Rockville, MD 20857. For further information, contact the National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20852.*

# Reaching Out to Troubled Teens

A problem area which poses special challenges to school staff and parents is when a student becomes involved with alcohol or other drug abuse. No longer then do we have the "real" child in the school or home, but rather a child whose physical and emotional status has negatively changed. Often we may feel we have trouble relating to this altered student and communication breaks down. Changes in personality, motivation, attributes, and goals all play into the life of a drug-affected student. We now have a set up where more than likely the student is not feeling successful at school and home. Now school staff and parents are faced with many questions as to what can be done to help the affected child.

Because of the complexity of dealing with a drug-affected student, school staff and parents need to reach out to each other to develop a coordinated action plan of support. The affected student also needs to be involved as much as possible in developing his action plan; investment for change needs to be offered every step of the way!

One resource that school and home can turn to in finding help for the affected student is the school social worker. Because school social workers are specifically trained in systems theory and assessments, they are able to conduct school and family assessments to determine the various factors that come into play in a student's life. Armed with this information, school staff can now more skillfully set up a school-support action plan and the parents can be steered to appropriate community agencies to further deal with their personal agendas.

To help address the affected student and their problems, the school, home, and community need to admit no one single person, department, agency or organization can tackle it alone; school social workers are but one resource school staff and parents can turn to for assistance. Today's pressures require a system of communication, caring, and commitment from us all if we are to achieve a positive sense of direction in reaching out to the affected student.

*By Linda A. Ziehm, School Social Worker, LaCrosse Public Schools.*

(A, K, C)

# To Promote Healthy Family Lifestyles: Sponsor a School/ Community Health Fair

Family wellness is essential to healthy schools and communities. One great way to heighten public awareness of this vital issue is through a health fair. Schools and communities can collaborate setting up this event to increase understanding of basic health concerns and needs among students, their families, and community residents.

## *What Is a Health Fair?*

A health fair is an event at which health information on many different issues is made available to the community at the same time and place. This information can take the form of films, exhibits, demonstrations, learning centers, screening tests, and so on. This approach attracts a variety of people, uses volunteer time and equipment efficiently, and results in a broad health perspective.

Although there are certain procedures and tests common to all health fairs, each health fair is unique to the site, the sponsors, and the interests and needs of the community. A health fair can be made as simple or elaborate as the sponsors would like. Once you have considered the needs of your community and the size and location of the site, you can decide what information you would like to include in the fair.

## *What Does a Health Fair Involve?*

Generally, there are three components to a successful health fair

- health education
- health screening
- health check (goal setting)

Health education takes place at every station through the use of exhibits, demonstrations, learning centers, and screenings. This can include lectures, films, plays, games, pamphlets, exercise, and so on. The most effective educational exhibits are those which are continually staffed and which actively involve the participants. Pamphlets displayed on a table will attract some people, but more participants will be attracted to creative, active exhibits. Exhibit themes you may want to include are exercise/physical fitness, nutrition, lifestyle/living habits, safety, local community health resources, environmental health, stress, drug use/abuse, and first aid.

A good health fair integrates health education and health screening so that participants are learning at each station.

Health screenings are composed of medical model screenings. These tests are not a substitute for a physical examination. Therefore, abnormal results are not positive evidence of disease but an indication for further evaluation by a physician or other health agency. Possible screenings could include height and weight, blood pressure, vision, cholesterol, and a health check (goal setting).

The health check is usually the final station at a health fair site. It is at this point that all results from the participant form and the screening tests are looked at together and discussed with the participant. The intent is (1) to identify potential health problems, (2) to educate the participant to take responsibility for his/her health behaviors. Referrals to appropriate community resources are provided, if needed. Health check stations may be staffed by professionals such as physicians, nurses, health educators, or those persons deemed suitable by the health fair coordinator. The secondary purpose of this station is to aid the participants in setting new health goals.

## *Keys to a Successful Health Fair*

- Setting up a planning committee that involves school personnel, students' parents/families, representatives of community health agencies, local business representatives, and community residents
- Coordination of community resources
- Selection of a good health fair site
- Planning an effective health fair layout
- Recruiting volunteers early, maintaining their enthusiasm, and recognizing their efforts
- Providing orientation sessions for all volunteers
- Publicizing the fair to the whole community via the mass media and other channels
- Identifying transportation and parking facilities

## *Some Recommendations*

Any student volunteering at the health fair MUST be supervised by an instructor and licensed professional.

All volunteers must be familiar with the tasks they are expected to do.

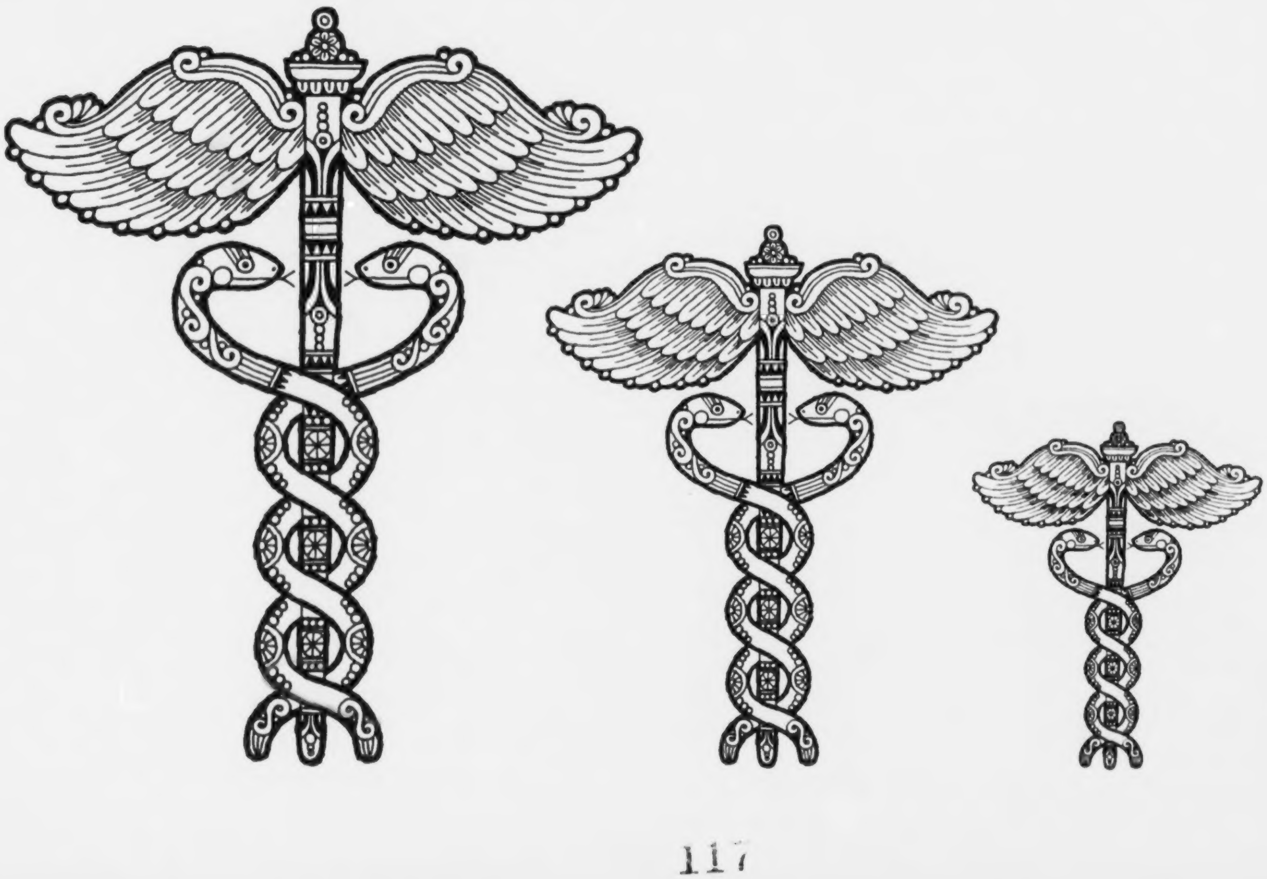
No statement may ever be made to a participant at the fair which could be interpreted as a diagnosis, e.g. a volunteer taking a blood pressure may carelessly say after the reading, "You have a high blood pressure," leading the participant to assume the condition has been diagnosed. Instead, the volunteer might say in the same situation, "Your blood pressure is elevated today." No treatment of any kind may be suggested. No physician or practitioner's name may be suggested to a participant and no business cards may be given to a client by an examiner.

Have a local physician on call at all times during the health fair to provide additional information and reassurance to participants with particular concerns or questions.

## *In Conclusion*

A health fair is a fun and effective way to educate your school community about basic health and wellness. Setting one up will forge ties between your school and local health and human services agencies and will benefit your students, school personnel, parents and families, and the community at large. A health fair can be a giant step in promoting a healthier way of life in your area!

*Source: Health Fair 11, 701 Decatur Avenue, Suite No. 103, Minneapolis, MN 55427. Health Fair 11 is part of Minnesota Health Fairs, Inc., a nonprofit organization dedicated to serving community health care needs. Health Fair 11 will assist schools or other agencies to set up community health fairs throughout Minnesota and Western Wisconsin. For more information, contact Jana Webster, Special Projects Manager, at (612) 546-1111.*
*(See also Families in Education packet June/July/August 1989-90, "Developing a Successful Health Fair.")*



# Protecting Your Child From Injury: Tips for Parents

Did you know

- young children can drown in less than one inch of water in seconds?
- some children are needlessly burned because they believe clothes can protect them from flames?
- drinking mouthwash can cause a young child to fall into an alcohol coma?
- a child can fall out of a window that is opened only five inches?
- in a crash at 30 mph, an unbelted child would hit the dashboard with the force of a fall from a three-story building?

Injuries from accidents like these are the leading health risks facing American children today. Injury is the single greatest killer of children through their teen years. More than 17,000 deaths and over 30,000 permanent disabilites are sustained annually from unintentional injuries by children from birth to 19 years of age.

We call these occurrences "accidents," but most childhood injuries can be predicted and prevented. The fact is, some simple safety steps can save thousands of children from death and hundreds of thousands more from being disabled for life.

These basic tips will help you make injury prevention an important part of the life of your home and your community.

- Get your child into the habit of wearing a bike helmet when cycling.
- Cross streets hundreds of times with your children before letting them cross alone. Teach them basic rules of street safety.
- Always use safety belts and child safety seats in accordance with manufacturer's specifications.
- Supervise children in and near water.
- Install smoke detectors and test them monthly. Replace batteries yearly.
- Plan fire escape routes and practice them with your family.
- Store matches and lighters out of reach of young children.
- Lower the temperature of your hot water heater to 120° F.
- Install anti-scald devices in your bathtub and shower fixtures.
- Keep common household poisons and medicines out of sight and reach.
- Keep small objects out of reach.
- Install window guards and stairway safety gates to prevent falls.
- Post emergency numbers next to your phone.
- Take a First Aid and CPR course.

By taking these basic precautions and staying alert, you can help to protect your child from injury resulting from a preventable accident.

*Source: "Safe Kids Are No Accident!", National Safe Kids Campaign, Children's National Medical Center, 111 Michigan Avenue NW, Washington, DC 20010.*

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# Good Nutrition is Essential—At School and At Home

## *What Should Americans Eat to Stay Healthy?*

Our understanding of the relationship between the food we consume and the effect it has on our health status is continually growing. Nutrition authorities have agreed enough is known about the effect of diet on health to encourage certain dietary practices by Americans. The third edition of the *Dietary Guidelines for Americans* was issued in 1990 by the United States Departments of Agriculture and Health and Human Services for healthy Americans ages two years and older. The other five guidelines underscore qualities of a good diet. Families need to consider these guidelines when purchasing food, be it ingredients for a family favorite or a night out at a favorite restaurant. School personnel, including teachers and food service personnel, need to educate children about these guidelines through the classroom and cafeteria.

- **Eat a Variety of Foods**

You need more than 40 different nutrients for good health. Adequate amounts of these are present in a well-balanced diet including fruits, vegetables, whole grains, and enriched grain products, dairy products and protein foods. Select different foods from within each of these groups to ensure variety.

- **Maintain Healthy Weight**

If you are overweight, your chances of developing chronic disorders such as heart disease, hypertension, diabetes, and some cancers are increased. Being underweight can lead to the development of osteoporosis and early death. Medical professionals can provide individuals with information on healthy weight ranges. Children with a perceived weight problem should be diagnosed by a medical professional and suggested weight management techniques should include nutritious food choices and increased physical activity.

- **Choose a Diet Low In Fat, Saturated Fat, and Cholesterol**

The typical American diet is high in fats and cholesterol. To avoid an increased risk of heart disease and some types of cancer, choose lean red meats, poultry, fish, low-fat dairy products, and unsaturated fats. Broil, microwave, bake, or boil rather than fry foods. Think twice about serving a high-fat sauce on vegetables or meats. Total fat intake should not exceed 30 percent of your caloric intake with saturated fat not exceeding 10 percent over a period of several days. Animal products and tropical oils contribute the largest percentage of saturated fat to the typical American diet. The following suggestions to reduce fat and saturated fat can potentially reduce one's cholesterol level also:

- **Choose a diet with plenty of vegetables, fruits and grain products**

Choose foods that are good sources of fiber and starch, such as whole grain breads and cereals, fruits, vegetables, and dry peas and beans. Substitute starchy foods for those with large amounts of fats and sugars. Three or more servings of vegetables, two or more servings of fruits, and six or more servings of grain products are recommended daily.

- **Use sugars only in moderation**

Keep the amount of sugars and sweet foods you eat moderate. Read food labels for clues on sugar content. If the name sugar, sucrose, fructose, glucose, maltose, dextrose, or lactose is on the label first, there is a large amount of sugar. These foods contribute mainly calories and supply limited nutrients. Excess sugar can lead to tooth decay.

- **Use salt and sodium in moderation**

Salt contains sodium and chloride, both essential in the diet. Most Americans eat more salt and sodium than is needed. Sodium is present in many foods, especially processed foods, sauces, condiments, snack foods, and sandwich meats. Try flavoring foods with herbs, spices, and lemon juice. The National Research Council suggests a minimum daily intake of 500 milligrams (1/4 teaspoon) and a daily maximum of 2400 milligrams (1 1/4 teaspoon).

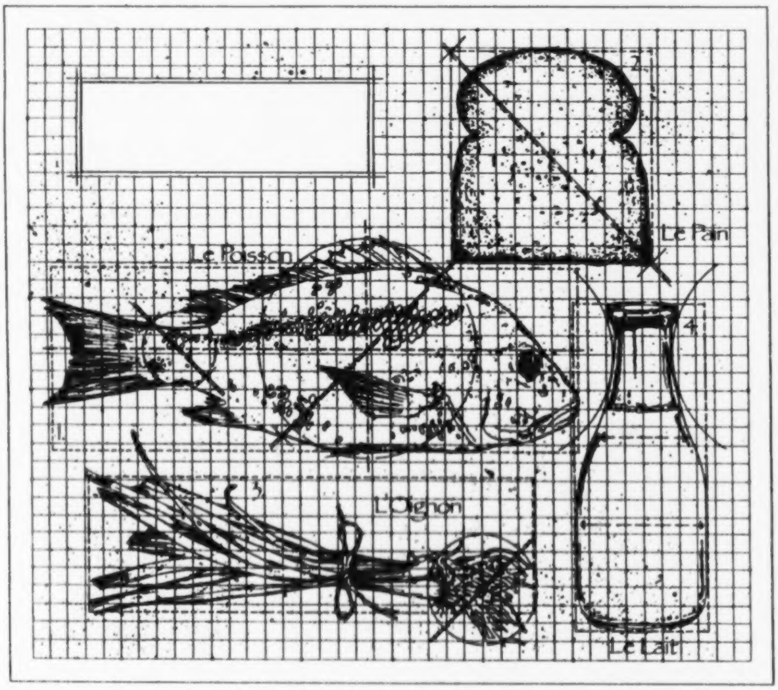
- **If you drink alcoholic beverages, do so in moderation**

Alcoholic beverages supply calories but little or no nutrients. They have no net health benefits and their consumption is linked to many health problems, may cause many accidents, and can lead to addiction. People who should not drink alcoholic beverages are women who are pregnant or trying to conceive, individuals who plan to drive or engage in activities that require attention and skill, individuals using machines, those who cannot keep their drinking moderate, and children and adolescents.

## *What Schools Can Do*

The Wisconsin Department of Public Instruction encourages the implementation of the *Dietary Guidelines for Americans* in school breakfast and lunch programs. Schools are making strides to reduce fat, sodium, and sugar content of meals. In recent years more fresh fruits, vegetables, and bread products containing whole grains can be seen on menus. More schools are offering choices of entrees, fruits, and vegetables. As a parent, you can review the menu items offered at your child's school, discuss with them which food items to select, and talk about different foods that are available that you may not serve at home. Many school lunch programs have developed an advisory board that consists of students, teachers, and parents that monitor the goals of the school lunch program. You may want to find out if the school your children attend has developed such a board or find out ways you can help the program best serve the nutritional needs of children.

*By Barbara Hetzel, Nutrition Education Coordinator, Wisconsin Department of Public Instruction.*



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(K, P)

# Leaving the Nest: Surviving the Summer After High School Graduation

They dreamed of liberation for months. Then suddenly, on a late spring day, it happened: They became high school graduates, free to pursue their own goals. Ironically, says a clinical psychologist at University of Wisconsin Hospital and Clinics, new graduates are now in the midst of a task they share most intimately with their parents: successfully negotiating the summer of transition into adulthood.

Thousands of Wisconsin students graduated from high school this past spring. By Labor Day, many will leave home for the first time for college, other schooling, or employment. In the interim, both parents and teens must make some significant adjustments.

"It's easy to overlook the importance of those 10 or 12 weeks from graduation until the beginning of school in the fall," says Sharon Foster, Ph.D., of the general pediatric and teenage clinic at UW Hospital. "This can be a pivotal phase in the way parents and teens get along with each other. While the relationship has obviously been changing all through the high school years, when the young person is actually about to leave, some complicated feelings often emerge."

Parents' feelings of loss over a child's departure may be intensified if the child is the first born or if, as sometimes happens, a parent has become emotionally dependent on the child, says Foster. The young person's desire for independence is at a peak, but may be mixed with apprehension about the demands of life after high school. Parents, who have likely felt they have primary responsibility for so long, must now relinquish some parts of their role as the family CEO and become more a consultant to their child.

"Parents can help the process along by seeking out opportunities to explore and define the new rules of the relationship," says Foster.

Shopping for dorm room or apartment furnishings, for example, allows teens what may be the first chance to choose the way their environment will look. Summer parties may force the curfew issue because these are the last times high school friends will regularly socialize. A trip to the doctor for a physical may prompt a talk about how to take care of one's health.

The entire process will be easier on everyone, Foster says, if parents and teens honestly confront and let each other know about their mixed feelings. At the same time, it's important that teens leave with a sense of their parents' pride and confidence in their abilities.

Foster also suggests that parents and teens discuss openly the rules governing the new stage of their relationship, negotiating the frequency of phone calls home (and who will pay); frequency of visits; and extent of financial support parents provide. Having ground rules clearly spelled out will help prevent misunderstandings and will reassure teens that their parents are still available.

Parents can also use the summer to look at their own stage of development and take concrete steps to carve out a new role, says Foster. People grow and change throughout life, and a child's departure may allow them to pursue interests they couldn't while they were raising a child.

Finally, Foster reminds moms and dads of the great irony of parenting: If you are successful, your children will eventually leave.

*By Lisa Brunette,* Health Matters, *University of Wisconsin Hospital and Clinics.*

(A, K, C)

# Eat, Think, and Be Merry: Plan Drug-Free Celebrations

When spring rolls around, only one thing is on the mind of high-school seniors across the country—GRADUATION! As a rite of passage, graduation night is unequaled in the eyes of youth. It is a night to be proud, to celebrate past achievements, and to look forward to the future.

But some teens mistakenly think that the best way to celebrate on graduation night is to drink alcohol. In the past, graduation parties involving alcohol have left some graduating seniors with hangovers, embarrassing memories, and in trouble with their parents, friends, and/or the police. Some others were not so lucky. According to the National Highway Traffic Safety Administration, drivers between 16 and 24 have twice as many fatal crashes per mile driven as other drivers. When alcohol is involved, the fatal crash rate of young drivers is three times greater than that of older drivers.

Graduation parties should be fun—not fatal. Here are some ideas for planning chemical-free celebrations that can motivate students to enjoy their graduation night without alcohol and drugs. "Project Graduation" is the name given to the tradition of celebrating safely on graduation night. It should be noted that "Project Graduation" suggestions can be used to plan chemical-free activities throughout the year. The ideas would work for proms, Halloween parties, and other celebrations.

## *Getting Started*

Organizing a Project Graduation party is a good idea, one that should be easy to sell to students, parents, school personnel, and other key groups. But before gathering support, some important decisions should be made.

- When should the first planning meeting be, and who should be invited?
- What decisions need to be made at the first informal planning meeting?
- Which group will take the lead in planning the party—high school seniors, parents, school personnel, or community members?
- Who is the chairperson (or chairpersons) whose job it will be to oversee the planning process?

## *What To Do?*

Before considering possible settings, themes, and activities for Project Graduation, it's a good idea to know at what time Project Graduation will officially begin and end so you'll know how many hours you will need to fill. Past planners have suggested that it's best to schedule as few hours as possible between the end of graduation ceremonies and the party's beginning. And they have also emphasized the importance of the event lasting all night. If Project Graduation parties end while the seniors are still "ready to party," a few might be tempted to continue the celebration in unsafe ways, in spite of their pledge to remain chemical-free.

In addition to being chemical-free and lasting all night, Project Graduation celebrations provide intense natural stimulation on a variety of levels that makes the artificial stimulation of alcohol and drugs pale by comparison. The fun associated with this "natural high" is a strong selling point when promoting Project Graduation. For instance, Project Graduation might start out with physical activities (a dance or athletic contest), then move to sensory activities (a special dinner or a walk on the beach), or emotional activities (seniors taking turns telling what they will miss most about high school). The possible activities for Project Graduation are endless, and it won't be hard to develop a winning combination for your high school.

Each community has its own assets when it comes to activities, and preferences seem to have some regional differences. So look at the special benefits that your area has to offer, and get lots of input from senior class members.

## *Generating Interest*

No doubt about it—putting together a well-organized party requires a great deal of time and effort from many people. Past planners have reported that it's essential to gain the support of the other students, parents, school personnel, police, and the community to make Project Celebration the best party possible. Regardless of who has taken the lead in organizing Project Graduation—students, parents, teachers, or other school personnel— many people are going to have to be "sold" on the idea.

Talk to seniors in a class-wide meeting during school hours. While it is important that the students understand the rules prohibiting alcohol consumption before and during the party, the main emphasis should be on how spectacular the celebration will be. It is important to let the students know that letters will be sent to all parents explaining the party's rules and asking for their help so that the students will feel that the organizers are being "up front" in all aspects of the planning process.

Involvement of school personnel is critical to the success of your Project Graduation party. It is wise to contact the principal early in the planning process and ask him or her what is the best way to obtain the support of teachers and other school employees.

Family support is also necessary for the success of Project Graduation. Since some parents may plan to hold family parties on graduation day or night, it is important to contact them early in the planning process to avoid scheduling conflicts.

You will also need the cooperation and support of many subgroups in the community, including local merchants, civic groups, law enforcement officials, and the media. If possible, give each subgroup a poster to display that will identify the organization as "A Supporter of Project Graduation."

## Organizing the Committees

One of the biggest jobs that the Project Graduation chairperson faces is organizing the committees. It is crucial that the members of each committee understand that they are part of a team and not competing with the other committees. The team approach is especially important when the committees are contacting the local businesses for donations of money, merchandise, or services.

The committees that may be important in planning a Project Graduation celebration include

- a fundraising/finance committee
- an entertainment committee
- a food committee
- a decorating committee
- a publicity committee
- a prizes committee
- a ticket committee
- a coatroom committee
- a chaperone/rules committee
- a clean-up committee

## Join the Celebration

According to graduating seniors, Project Graduation is always a smashing success. They have reported that their parties have been more fun than any in the history of their schools. In some communities, chemical-free celebrations have become a legacy, with secrets for great planning passed from one class to the next.

Project Graduation is more than just a method of planning chemical-free celebrations for graduations, homecomings, proms, dances, senior trips, and carnivals. It's a way of life that respects individuals who don't need chemicals to have a good time.

Nobody is "selling" Project Graduation to the thousands of student leaders across the country who are planning events for their friends. Graduating seniors are choosing chemical-free parties, and that's one of the most exciting characteristics of the current generation.

*For more details and materials on planning a Project Graduation celebration, contact the National Highway Traffic Safety Administration, U.S. Department of Transportation, 400 Seventh Street SW, NTS-01, Washington, DC 20590; (202) 366-2683.*

*A poster, "Eat, Think , and Be Merry" will be sent to all public and nonpublic middle, junior high, and senior high schools this year from the Wisconsin DPI's Alcohol and Drug Abuse prevention program. The poster promotes chemical-free celebrations.*

# Sample Press Release

(Adapt and retype on school or district letterhead)

Local contact: (Name, title, address, and phone number)
Date:

Part of growing up is learning how to make choices—choices that will, in some cases, affect the rest of a young person's life.

The (name of school or school district) is concerned with helping its students learn to make wise decisions, especially when it comes to resisting peer pressure about alcohol and other drug abuse.

That's why it is sponsoring a (workshop/retreat/community event/chemical-free celebration) on (date) to promote community awareness of issues related to substance abuse among youth.

"Children long to be accepted, to be part of the group," said (name of district administrator or school principal). "It's hard for them to say no when their friends are pressing them to say yes. We are eager to work with parents and the community to help children develop the self-confidence to make responsible decisions about the use of alcohol and other drugs."

The planned event will involve (list activities). Students, parents and other family members, and community residents will participate in the activities.

"By encouragement and example, educators, parents, and other adults can help children deal with the pressures of modern life," said (district administrator or school principal). "The best way to educate our kids about the consequences of alcohol and drug abuse is to educate ourselves at the same time."

# Sample Public Service Announcements

To be retyped on school district letterhead or taped by superintendent/school board president/PTA president and sent to local radio stations. Modify or adapt as needed.

(Approximately 60 seconds)

The (name of school district) has a vital interest in the health and health habits of our students and their families. We believe that the key to basic learning begins with a healthy child. To help kids stay healthy, we have developed a prescription that can prevent everything from smoking—to excess weight—to inactivity.

This prescription is inexpensive and good for a lifetime. It's so safe and effective that we should prescribe it not only for our students, but for the whole family and our entire community.

We call this prescription Health Education.

We feel that the best medicine we can provide is to have an educational program within our curriculum designed to promote health and positive health lifestyles. But the schools can't do it alone—we need parents' and the community's help in fostering healthy family lifestyles—for the benefit of all our children.

* * *

(Approximately 30 seconds)

When you're a kid, life is kind of like a board game. Every day, you move onto a new square where you're faced with decisions that could make the difference between winning and losing. If you decide to experiment with alcohol or illegal drugs, you could face serious consequences (SFX: Announcer's voice saying "Go to Jail") or you could lose the game—forever. (SFX: Sound of tires squealing and a car crashing; then silence). Be a winner in the game of life—say 'no' to alcohol and other drugs.

# Quotations

"A sound mind in a sound body is a short but full description of a happy state in this world."
— John Locke, British author
"Some Thoughts
Concerning Education"

"I believe youthful drug abuse today is our society's single most terrifying problem . . . We need all the help we can get to cope with this—and we need parents most of all."
— Dr. Mitchell Rosenthal
Ohio Drug Studies Institute

"If communities establish partnerships among the schools, health care institutions, and private businesses, our schools have the potential to become centers for health promotion and health education in the '90s."
— Herbert J. Grover
State Superintendent of
Public Instruction

"Above all, for the sake of our communities and our children, we must draw the line against drugs."
— George Bush
United States President

"It is frightening that our students are experimenting with drugs and alcohol at such an early age. The message we send to our students must be clear and consistent: drugs and alcohol are dangerous to developing minds and bodies. We must keep reaching out to our students. Education plays a vital role in changing the statistics of alcohol and other drug usage by our youth."
— Herbert J. Grover
State Superintendent of
Public Instruction

"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."
— Carnegie Foundation Report on
Secondary Education in America

"Parents, teachers, administrators, and other adults have a tremendous impact on the health lifestyle of children and youth. If you want young people to pursue health enhancing activities, don't direct them, lead them."
— Chet Bradley,
Health Education Consultant
Ken Wagner,
Physical Education Consultant
Department of Public Instruction

# Resources

This list of resource materials provides sources of more information on the prevention of alcohol and drug abuse, physical fitness, and healthy family lifestyles.

## *Publications*

**U. S. Department of Education. Growing Up Drug Free: A Parent's Guide to Prevention. Washington, D.C., 1990**

The purpose of this handbook is to help families take an active role in drug prevention before they have a problem. Drawing on the advice of experts in drug prevention and child development, the book outlines what children at four key stages of development should know about drugs and suggests family activities to reinforce children's motivation to avoid alcohol and other drugs. The book is available at no cost from:

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(800) 624-0100

**Developmental Research and Programs, Inc. Preparing for the Drug-Free Years: A Family Activity Book. Seattle, Washington, 1988.**

This book is more than a book: it's also a tool and a toy. Designed for families of different types, the book provides adults with strategies for preventing drug abuse among children by developing family policies, teaching children refusal skills, managing family conflicts, strengthening family bonds, and networking with other parents. The book can be ordered at a cost of $16.95 per copy from

Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, WA 98198
Phone: (800) 323-2433.

**Wisconsin Department of Public Instruction. Alcohol and Other Drug Abuse Programs: A Resource and Planning Guide. Madison, WI, 1991.**

In response to the depth and complexity of problems associated with alcohol and other drug abuse (AODA), this practical guide presents a comprehensive plan for AODA prevention programs in the schools. The book may be ordered by sending $8 in-state or $16 out-of-state, plus $3.50 postage and handling, to:

Publication Sales
Wisconsin Department of Public Instruction
Drawer 179
Milwaukee, WI 53293-0179

Or call (800) 243-8782 with Visa or Mastercard orders.

**Family Times**

This workbook and the accompanying videotape contain more than 50 activities that families can do together to discover strengths, communicate better, build relationships, set goals, and work toward those goals. Activities are designed to work for diverse family structures and cultures. The workbook is available at a cost of $7.95 and the video at a cost of $75 from

The Wisconsin Clearinghouse
Dept. C
P.O. Box 1468
Madison, WI 53701-1468
Phone: (800) 322-1468

The Wisconsin Clearinghouse Prevention Resource Center in Madison is the official Regional Alcohol and Drug Abuse Resource Center for Wisconsin. It offers a variety of materials for preventing alcohol and other drug problems and promoting healthy family lifestyles, including pamphlets, videotapes, computer programs, books, posters, and comic books. Some items are available in limited quantities at no charge. For a catalog, call (800) 322-1468 between 9 a.m. to 4 p.m. CST.

## *Organizations*

For additional information on alcohol and drug abuse prevention, the following agencies and organizations may be of help.

**Midwest Regional Center for Drug-Free Schools and Communities**
North Central Regional Educational Laboratory
1900 Spring Road, 3rd Floor
Oak Brook, IL 60521
(708) 941-7677

**Parents' Resource Institute for Drug Education, Inc. (PRIDE)**
50 Hurt Plaza, Suite 210
Atlanta, GA 30303
(800) 677-7433

**U.S. Department of Health and Human Services**
Health Information Center
P.O. Box 1133
Washington, DC 20013
(800) 565-4167

## *Poster*

The Mental Health Association in Sheboygan County has produced an 11" x 17" four-color poster—"The ABCs of Self-Esteem." The whimsical poster reminds adults of the many ways they can contribute to the self-esteem of children. Posters are $3.50 each or two for $5.00. Ordering information is available through the MHA, 2020 Erie Avenue, Sheboygan, WI 53081; (414) 458-3951.

## *Speakers*

For suggestions about speakers to present information or workshops on strategies for alcohol and drug abuse prevention, contact Nic Dibble, Education Consultant, Alcohol and Other Drug Abuse, Wisconsin Department of Public Instruction, (608) 266-0963.

For suggestions about speakers with expertise in health and fitness, contact Chet Bradley, Health Education Consultant, Wisconsin Department of Public Instruction, at (608) 266-7032.

COUNT ON ME
WISCONSIN
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# Healthy Family Lifestyles

## *References to 1987-91*

The listing of articles is included for easy cross-reference of materials related to this quarter's topic. References to 1987-88, the Year of the Family in Education, are followed by references to 1988-89, Our Children—Wisconsin Cares, 1989-90, The Year of Community Partnerships, and 1990-91, Educating Everyone Takes Everyone.

Following each list are letters denoting the target audiences:

A = Administrators
C = Community/Families in Education committees
K = K-12 staff
P = Parents, other family members

## *References to 1987-88 (Gold Packet)*

"Family Health and Fitness" January (A, K, C, P)

"Talking to Your Child: Keys to Good Parent/Child Communication" March (C, P)

"Improving Communication Within Families" March (C, P)

"Family Times, Family Meetings" March (C, P)

"The Family Safety Net" April (A, K, C, P)

"The Family at Play" June/July (A, K, C, P)

## *References to 1988-89 (Green Packet)*

"Strong Families Have Advantages When Dealing With Stress" September/October/November (K, C, P)

"Networks Can Help Children" September/October/November (A, K, C)

"Parent Resources and Family Education: A Key to Learning in a Community" September/October/November (K, C, P)

"Saving the Family Meal" December/January/February (C,P)

"Learning About Parenting" December/January/February (A, K)

"What Teens Need from Teachers, Parents, Other Adults" March/April/May (A, K, C)

"How to Talk So We Want to Listen!" December/January/February (C, P)

"Helping Youth Deal With Stress" December/January/February (A, K, C, P)

"Attitudes of Adolescents Toward Family Leisure" December/January/February (A, K, C, P)

"Eating For Health" December/January/Februrary (K)

"Dads Teaching Sexuality to Teens" December/January/February (C, P)

"Self-Esteem: 15 Ways to Help Children Like Themselves" June/July/August (A, K, C, P)

"Families of Children With Disabilities: Strategies for Coping" June/July/August (C, P)

"Reporting Child Abuse and Neglect" June/July/August (A, K)

"Indicators of Child Abuse and Neglect" June/July/August (A, K)

## *References to 1988-89 (Red Packet)*

"Setting Up a Parent Network" September (C, P)

"Youth Issues Survey" September (A, K, C, P)

"Want Involved Parents? Try the Family Forum" October (A, K, C)

"School Lunch: What a Way to Grow!" October (K)

"Does the Parenting Style Matter?" November (K, C, P)

"New Parents as Teachers" November (A, K, C)

"Dear Parent: Is Your Teenager Planning a Party?" November (C, P)

"Take the Awesome out of Alcohol" November (P)

"Developing a Parent/Child Resource Center" November (A, K, C)

"Child Nutrition Programs" December (A, K)

"Early Childhood and Family Education" December (A, K)

"Health and Safety Month" January (A, K, C, P)

"Grandparents Are a Valuable Link in Building Family Strengths" February (C, P)

"Who Am I: Questions for My Family's Time Capsule" February (P)

"Eating Out Affects Your Overall Diet" February (P)

"TV Cart Safety" February (P)

"Divorce and Remarriage: How They Affect Children" May (K, P)

"Divorce: Parents' Rights and Children's Feelings" May (K, P)

"Summer Safety" June/July/August (C, P)

"Developing a Successful Health Fair" June/July/August (A, K)

"Eating On the Go" June/July/August (P)

## *References to 1990-91 (Purple Packet)*

"Family and Cultural Diversity" First Quarter (A, K, C, P)

"Immunization Update" Third Quarter (K, P)

"Teens In Your Family? Read This!" Third Quarter (P)

"Teen Parents: What Can We Do to Help?" Third Quarter (A, K, C)

"Children In Need" Fourth Quarter (A, K, C, P)

Families in Education

## Table of Contents

## Fourth Quarter

# Taking Care of Our Planet

All articles in this packet are coded according to their target audiences. The codes are: A=Administrators; K=K-12 staff; C=Community/Families in Education/parent involvement committees; P=Parents/guardians.

**Taking Care of Our Planet** (A, K)
Wisconsin has an impressive history of commitment to environmental education. This introductory article provides an overview of the development of environmental education in the state along with an explanation of the materials in this packet.

**Taking Care of Our Planet: Some Eye-Opening Facts and Figures** (A, K, C, P)
A one-page handout containing thought-provoking environmental trivia.

**Planet Earth: Our Greatest Gift** (K, P)
Teacher Mary Snudden shares her ideas for family-school activities to take care of the planet.

**To End The School Year: Organize a Community Clean-Up** (A, K, C)
Here are a few "how-to's" on organizing a community clean-up event, provided by University of Wisconsin-Extension resource agent Elaine Andrews.

**Organizing an Environmental Education Workshop for Parents** (A, K, C)
A workshop is an excellent way for schools and/or parent organizations to inform the school community about "environmentally friendly" activities and lifestyles. This article provides pointers on organizing and conducting such a workshop.

**Dear Parent: Help Your Child Develop Environmental Awareness** (P)
Here's a one-page handout or newsletter item in the form of an open letter to parents, urging them to awaken a sense of concern for the environment in their children.

**Families Learn in Polk County's Outdoor Classroom** (A, K, C)
A school-community partnership and the vision of two citizens led to the creation of the D. D. Kennedy Outdoor Environmental Classroom in Wisconsin's Polk County.

**Where Do Things Come From? A Recycling Game for the Whole Family** (K, P)
Games can be educational, and this exciting scavenger hunt can help children learn where our products come from and the difference between renewable and nonrenewable resources.

**Hooked on Nature: The Junior Ranger/Wisconsin Explorer Program** (K, P)
Families who love to spend time outdoors, or youth group leaders who plan outdoor activities, might find the Junior Ranger/Wildlife Explorer Program to be a structured way to include environmental education in trips to state parks or forests.

The Wisconsin Department of Public Instruction does not discriminate on the basis
of race, color, religion, sex, national origin, age, or handicap.

1991-92

**A Classroom or Family Activity: Personal Pollution Pledges** (K, P)
The National Wildlife Federation created this activity to help families discuss pollution and identify some practical ways to prevent it.

**Family Homework Activities in Environmental Education** (A, K)
Teachers can involve families in environmental education by creating home-based assignments that kids can do with their parents or other family members. This article provides some ideas and examples of family homework activities.

**A Family Futures Wheel** (P)
This family activity combines learning with fun as parents and children discuss recycling topics and the impact of family decision-making on the environment.

**Home Recycling Survey** (K)
Children can complete this simple survey with their parents' help, to determine how they can help the environment within their own homes.

**Suggested Activities for Earth Day 1992** (A, K, C)
Environment-friendly schools can help take care of our planet by celebrating Earth Day in full style! Here is a list of ideas for activities that will involve students' families and the community in the school's Earth Day celebration.

**The Smart Shopper: A Handout for Families** (P)
Even simple actions like going to the grocery store can have an impact on the earth's environment. This handout from the Pennsylvania Resources Council contains some handy tips on making environmentally friendly shopping choices.

**Home-School Partnerships for a Healthy Planet: Some Model Programs** (A, K, C)
All over Wisconsin, schools, families, parent groups, and communities are joining forces to preserve and protect the environment. Their successful projects and programs, described in this article, may inspire others to join the crusade to take better care of our planet.

**Poster**
Kids can put this zany one-page poster up in their rooms or on their refrigerators at home to remind themselves and their parents of the many things we can all do to help the environment.

**Media Materials**
Use the press release and public service announcements as part of your public awareness campaign for family involvement in environmental education.

**Quotations**
These quotations may be used in newsletters, articles, speeches, and fliers.

**Selected Resources**
This is a list of publications, organizations, and other resources for information on topics related to the environment and education.

**Contact Sheets and Cards**
Use these handy fliers to facilitate easy home-school communications! Duplicate and distribute to teachers, parents, and community members.

*Editor: M. Gigi Durham, Families in Education Coordinator*

Printed on Recycled Paper

(A, K)

# Taking Care of Our Planet

Few things are as important to our future as a healthy, sustainable environment. The children in today's classrooms and homes will one day inherit our planet: they can and should be well prepared to care for it. Educators and families can help them in a variety of ways, some of which are outlined in this packet. In many schools and communities, home-school partnerships are underway to raise public awareness of the importance of environmental education. Every member of the school community, from the youngest to the oldest, can play a vital role in nurturing the planet by doing a few simple things every day to make the world a better place to live.

## *Some Background*

Wisconsin has a history of commitment to education about the environment. As long ago as 1935, Wisconsin passed legislation requiring the teaching of conservation of natural resources at both the elementary and high school levels. In that year, also, science and social studies teachers were required to have "adequate preparation" for teaching the conservation of natural resources.

Trees for Tomorrow, a nonprofit corporation created to reforest Wisconsin, was formed in 1944. It has now grown into the Trees for Tomorrow Natural Resources Education Center at Eagle River, where outdoor activities are coupled with workshops and instructional programs on the environment. Over 100 such environmental centers now exist in Wisconsin.

In 1945, Stevens Point State Teachers College—now the University of Wisconsin at Stevens Point—began the nation's first conservation education major for teachers. In the early 1950s, the Department of Public Instruction formed a conservation curriculum committee which existed until 1970. The committee, made up of representatives from the DPI, the University of Wisconsin, the state university system, county superintendents, public schools, state and federal agencies, and the business community, produced curriculum guides and bibliographies on conservation education.

As the environmental movement emerged in the late 1960s, Wisconsin's commitment to environmental education became even stronger. Coupled with a growing national and international recognition of the need for environmental education program development, Wisconsin's efforts began to exhibit more global characteristics.

In September 1967 the Wisconsin Department of Public Instruction appointed its first environmental education supervisor. Three years later, Wisconsin Governor Warren Knowles sponsored a conference on environmental eduation. In 1971, the Wisconsin Environmental Education Council, created by Governor Pat Lucey, identified six priority areas for environmental education in a state plan, Environmental Education in Wisconsin.

New teacher certification requirements went into effect in 1985 to ensure that teachers in early childhood education, elementary education, agriculture, science, and social studies could demonstrate seven competencies dealing with teaching about the environment. In 1985, the DPI published *A Guide to Curriculum Planning in Environmental Education*. Since its publication, this guide has gone into several reprints and has been distributed in every state within the U.S. as well as numerous foreign countries.

Section 121.02(1)(k) of the Wisconsin Statutes requires all school districts to develop a written, sequential curriculum plan for all grades K-12 in environmental education. The implementation of the curriculum plan should include objectives and activities in all subject areas, with the greatest emphasis in art, science, health, and social studies.

In 1990, the Wisconsin Environmental Education Board was created by statute to provide advice and assistance to the state superintendent of public instruction in identifying needs and establishing priorities for environmental education in public schools. The year 1990 saw the establishment of an environmental education grants program as well as the creation of the Wisconsin Environmental Education Center at the UW-Stevens Point.

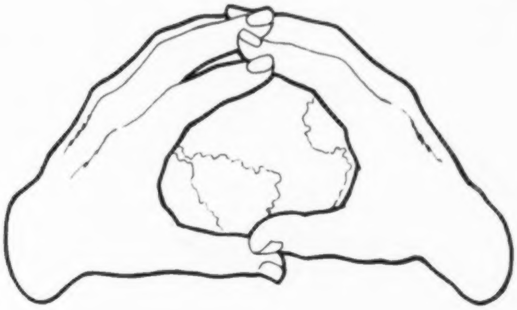
June 1991 saw Wisconsin's Environmental Education Initiatives receive the national "Searching for Success" award in the category of insitutional environmental education. The "Searching for Success" program, conducted by a consortium of 25 national environmental organizations, is adminstered by Renew America.

## *An Immediate Imperative*

It is even more vital today that Wisconsin's impressive history of concern for the environment be carried on in our schools and communities. The technological and industrial advances of modern society are placing greater stress on the natural environment than ever before. Every member of every community must take a personal responsibility for preserving and protecting the environment. By heightening public awareness of the need for recycling in the schools and homes, energy conservation, wildlife habitat enhancement, and so on, we can all help to take care of our planet—today and for the rest of time.

The schools are hubs of learning in our society, and school personnel are in excellent positions to energize their communities on environmental issues. We hope that the activities and ideas provided in this packet will help educators, parents, students, and other members of the extended school community learn how they can play an active role in environmental education and action.

*Source: Dave Engleson, retired Environmental Education Consultant, Wisconsin Department of Public Instruction.*



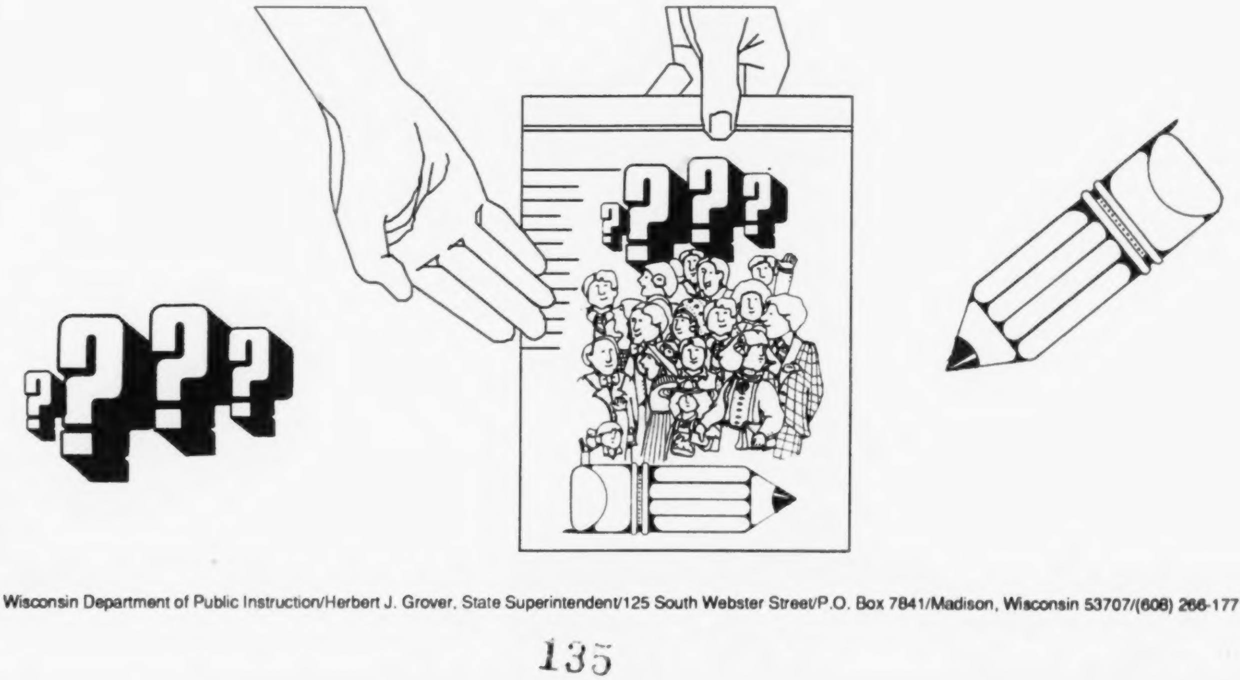
# Taking Care of Our Planet: Some Eye-Opening Facts & Figures

Did you know that . . .

- in Wisconsin we throw away 6.5 million tons of "wastes" every year? This is enough to fill a city street six feet high with trash extending from Superior to Chicago (500 miles).
- recycling one ton of aluminum saves the equivalent of 2,350 gallons of gasoline? This is equivalent to the amount of electricity used by the typical Wisconsin home over a period of 10 years.
- every year in Wisconsin we use 25 million trees for paper?
- in the United States, we throw away enough garbage per day to fill 63,000 garbage trucks that hold seven to 14 tons of trash each? On an annual basis, we fill up enough garbage trucks to form a line that would stretch from Earth half-way to the moon.
- in the U.S., we throw away 2.5 million plastic bottles per hour?
- it takes half a million trees to produce our Sunday newspapers in the U.S.?
- it takes 500 years for a plastic six-pack ring to disintegrate?
- in landfills, paper and even "biodegradable" plastics may never break down, since sunlight and air don't reach them?
- in Wisconsin, each person uses an average of 300 aluminum cans, 200 glass bottles, and 85 plastic containers per year?
- if every commuter car in the U.S. carried just one more passenger, we'd save 600,000 gallons of gasoline and keep 12 million pounds of "greenhouse gases" out of the atmosphere every day?

Think about it.

*Sources: Wisconsin Department of Natural Resources.* Recycling Facts and Figures. *Madison, WI: Bureau of Solid Wastes and Bureau of Information and Education, 1991.*
*Earthworks Group.* 50 Simple Things You Can Do to Save the Earth. *Berkeley, CA: Earthworks Press, 1989.*



(K, P)

# Planet Earth—Our Greatest Gift

From this great planet we receive the natural resources that sustain life on Earth. Learning to appreciate air, water, and soil is just the beginning of discovering how our needs and wants are met by the varied, yet sometimes limited, resources of our planet. Parents and schools can provide a cooperative base for understanding the use and misuse of these resources. The present day "throwaway mentality" is perpetuated by the abundance of goods available to us. We are constantly confronted by the advertising blitz that encourages us to purchase that which is new, improved, convenient, or cheap.

Discovering with your child at home or with students in the classroom that the worldly goods we use come from the earth in some form of raw material can be a meaningful venture and the turning point toward conservation of our natural resources.

## *Discover the 4 Rs*

**Reuse**—Call attention to items that can be reused at home and school. Make a list of these ideas. Examples might be

- margarine tubs—use as paint pans in art. They don't rust and clean up easily.
- coffee cans—decorate with contact paper or paint. Use as canisters.
- small pencil stubs—save and donate to the school library.
- Small cardboard boxes—create paper box cities to scale with match-box cars.

The list is endless, and children take pride in adding their new ideas or examples of things they have observed at home.

**Recycle**—Help children identify items that can be made into other products. Set up a model recycling center in the classroom. Find out what materials your community collects. Most recycling centers currently recycle newsprint, corrugated cardboard, glass, aluminum, tin (mixed metals), and plastics.

**Revise**—Change your buying habits. Look for items with less packaging, and purchase items in bulk when possible. Give yourself a quiz before purchasing.

1) Do I really need this?
2) Where will this be in six months, two years, or five years?
3) How will I get rid of this item when I no longer want it?
4) Does it have more than one use?
5) How well is it made?

**Reduce**—The amount of waste generated in your home or school can be reduce by observing the first 3 Rs (Reuse-Recycle-Revise). Also consider composting your grass clippings and leaves. This effort alone cuts down on the amount of landfill space used by each homeowner.

The holiday season is a good time to discover our earthly connections. Have your child or students choose the one most desired holiday present. Then discover where the resources come from and how they were changed into the form of the gift. The homemade wooden doll house was obviously part of a tree at one time, but all things are not that obvious. Most often the real surprise is in discovering that plastic, of which many toys are made, was once crude oil or coal buried deep beneath the earth. Then go one step further and discover that crude oil and coal are vast deposits of highly compressed decayed dinosaurs and the huge jungle growth that once covered portions of the earth's surface. It is important to realize the fact that oil and coal are key resources in our energy dependent world. Many presents under the Christmas tree would be eliminated if these resources could not be used.

**Discover** with your child how your home is heated. Where does the fuel come from? Is it renewable energy such as wood or a nonrenewable resource such as gas and oil? If it is electricity, how is the electrical power produced? Discuss the problems and benefits of each energy source.

**Discover** what your school is doing. Is paper being collected for recycling? Check out the lunchroom. Are plastic or "styrofoam" utensils and dishes being used and thrown away? If so, organize and campaign to return to the use of reusable plates and flatware. The Eau Claire School District's recent study of the reuse of polystyrene foam contains some recommendations on this topic.

**Discover** the many kinds of packaging materials there are. Make a collection of nature's packages: orange peels, egg shells, onion skins, coconut shell, peapods etc. Then compare them with today's modern packaging materials of paper, plastic, metals, and glass. Discuss the pros and cons of each. Challenge children to make a non-objective work of art or sculpture out of packaging items. Display these Trash to Art Treasures prominently.

**Discover** the delight of learning different words to a familiar tune that will call attention to the need to recycle items from the waste stream. Here's an Example: (sing to the tune of *Jingle Bells*).

### Recycling is the Way

Recycling is the way . . . to handle trash today.
Fewer giant landfills here . . . there is a better way!
Just separate your trash . . . at your home, oh, so neat.
Cuz curbside pickup is a treat . . . recycling can't be beat!

*(Chorus):*
Save your glass, save your paper, save your metal, too!
Show your neighbors that you care, it is the thing to do! *(Repeat again)*

**Discover** our freshwater connection to the earth. Many children, when asked where our water comes from and where it goes, will answer, "It comes out of the faucet and goes down the drain." In school or at home, discover where the river of water originates. Find the pipe that brings it into a home. Take a trip to the well field, pump house, or water reservoir. Tour the water treatment plant. Make a list of all the ways we use water and how much we use. Discover that it flows on to the sewage or wastewater treatment plant after we have used it. Take a field trip through this facility also. If you own your own well and drainfield, explain how a septic system works. Are there ways to conserve water at home or at school?

**Discover** what you can do at your school or in your neighborhood to make the world a better place. Picking up litter along a street or sidewalk does a lot to improve the looks of an area. This is an especially appreciated gesture after the snow has melted and school children can cover a wide area. It is very effective when done as a whole school effort. Invite the media to cover the event and to observe the improvement.

Remember that every little bit you do to conserve our natural resources and beautify the earth sets a good example for others to follow. It all begins with one small step and the time to take it is now.

*Source: Mary Snudden, Grade 2 teacher, Longfellow Elementary School, Eau Claire School District.*

(A, K, C)

# To End the School Year: Organize a Community Clean-Up

Help take care of our planet by organizing a neighborhood clean-up. Start simple, but encourage community interest in trying out a variety of environmental stewardship ideas. A community clean-up can build spirit for other events, such as improved town recycling participation, "Adopt-a-highway" projects, stream or lakeshore clean-up, Earth Day celebrations, local stream or lake monitoring, an Arbor Day potluck and tree planting, or a "No drive Sunday."

A community clean-up usually means a litter clean-up. Members of the school community volunteer to be responsible for cleaning up a certain section of the town. Stream, pond, or lakeshore clean-up can be included in the clean-up project, but may require extra collection assistance for large or heavy trash. Individuals and groups are provided with litter collection bags and a place to take filled bags. End the clean-up day with an event or party at a specified time to reward those who participated and to motivate volunteers to complete their task on the day assigned.

## *How to Get Organized*

1. Propose the idea to an organized committee or organize your own committee.
2. Choose a date and time which can be easily coordinated with other community events. A Saturday in late April usually gives organizers a good opportunity to publicize the event and good weather for the event day.
3. Develop a volunteer sign-up strategy. One idea that has been shown to work is a neighborhood sign-up at polling sites on election day in April. Areas of the town which need to be cleaned up are designated on the sign up sheet. Individuals, families, or groups sign up under the site nearest their home or club. The sign-up sheet must be staffed to encourage its use. When they sign up, volunteers are provided with litter bags and flyers about the town clean-up party.
4. Organize a clean-up day party for the end of the day (3 or 4 p.m.). The committee in charge will need to plan to make signs and provide treats. One town with a very successful annual clean-up holds the party at the landfill. Your committee will need to choose a similar site, a site near a dumpster, or another appropriate alternative.
5. Publicize the event in advance. Remind people of the annual event and urge them to sign up at polling places.
6. Take plenty of photos on the day of the event, to use in newspaper publicity of the days accomplishments.
7. Make plans for inclement weather. In Wisconsin, April weather can vary from snow to hot and sunny. Announce a rain date.

## *To Assure Success*

1. Plan the clean-up date well in advance and announce your date as many ways as possible.
2. Contact churches, service groups, and youth clubs individually and invite them to choose a project for the clean-up day.
3. Ask town organizations to help you publicize the event with their own members. A flyer that they can pass out will help this publicity effort.
4. Carry out a publicity campaign before and after the event.
5. Let town citizens know that the event will occur the same time next year.

*Source: Elaine Andrews, University of Wisconsin Extension.*

(A, K, C)

# Organizing an Environmental Education Workshop for Parents

A workshop is an excellent way for schools and/or parent organizations to inform families about "environment-friendly" activities and lifestyles. Workshop planning should be focused on how best to raise awareness of the importance of environmental activism and the issues involved, as well as to convey information to participants. Local service groups and environmental organizations can be good sources of help.

Some of the basic points to consider when planning an environmental education workshop for parents and families are outlined below.

## *Workshop Topics*

A number of issues concerning the environment have recently moved to the forefront of public concern. In many communities, recycling is mandated by municipalities or townships. The "greenhouse effect" and the depletion of the ozone layer have made headlines nationally and internationally. In general, people are attempting to become wiser consumers and to modify their lifestyles in accordance with pressing environmental concerns.

A workshop on environmental issues is likely to be more successful if the topics addressed in the sessions are pertinent to the everyday lives and concerns of the group to whom the workshop is targeted. Some ideas for a workshop might include

- recycling made easy.
- earth's endangered species: what you can do to help.
- 50 simple things you can do to save the earth.
- shopping smart: how consumers can protect the environment.
- family activities to take care of our planet.

## *Timing*

- Workshops should be scheduled at the most convenient time for the family members and community residents expected to attend. It is critical to consult with representatives from these groups to determine the best time to conduct the workshop.
- Contact the local Chamber of Commerce as well as your school district administrator to make sure that the workshop will not conflict with any other planned community event, in-service, or holiday.
- Careful thought should be given to whether to schedule the workshop on a weekend or after school hours on a week-day. Advantages and disadvantages of possible times should be discussed based, if possible, on previous experiences, before a time and date are finalized.

## *Budget*

Workshop costs should be considered early in the planning stages. Ideally, decisions about workshop resources (speakers, educational materials, supplies, and activities) should be based on learning needs and learning environment. However, since funds are always scarce, compromises need to be made.

Budgeting involves (a) calculating the income expected from various sources; (b) estimating the cost of all aspects of the workshop; and (c) subtracting total costs from total income.

If income exceeds cost, celebrate! If costs exceed income, it's time to start compromising. Note: Workshop participants respond positively to well-organized sessions, caring trainers, articulate local resource speakers, comfortable chairs and environments, and good refreshments. Posh facilites, gourmet food, reams of lengthy reading materials and handouts, famous expert consultants, expensive films, and so on, don't seem to be terribly important ingredients of a successful workshop.

Budgeting will be an ongoing process throughout the planning stages of your workshop. As real costs and income become known, the budget should be revised to reflect these actual expenditures and income. Work with local chapters of nongovernmental environmental organizations to raise funds for the workshop.

## *Workshop Format*

- Consider the interests and needs of the audience.

- Determine the information base before launching into a presentation. How much do most parents already know?
- Remember that handouts can be useful to participants after the workshop. Visuals break up the monotony of a session.
- Map out the agenda, including registration, presentation, breaks, meals, small group discussions, sharing of comments, summary, and evaluation.

## *Workshop Location*

- The location of the workshop should be accessible if it is to be successful. The location should be near public transportation and provide access for the disabled.
- The facility should be large enough to accommodate all planned activities, especially if the participants will divide into groups.
- Find out if the facility has or can provide all the necessary equipment, such as flip charts, overhead projectors, microphones, and so on.

## *Workshop Speakers*

Finding good resource people is very important to the success of a workshop. A good trainer can energize a group. When you're identifying speakers, ask yourself if they have information that cannot be gained from other sources. What is their history with the subject area of the workshop? Are they sensitive to the issue? Have they given successful presentations to similar groups?

In choosing speakers and trainers, select people who are:

- knowledgeable about the subject at hand.
- interesting and fun.
- able to stimulate discussion and hear a variety of points of view.
- able to engage the participants in hands-on activities.
- willing to respond to your specific request regarding topics and focus.
- able to provide participants with activities that can be taken home and used.
- available and appropriate (in terms of community acceptance) to make classroom presentations.

Since matching the best speakers with your workshop dates is always complicated, contact speakers as early as possible. Make sure they are available on the workshop date and interested in participating. If so,

- explain what you want the speaker to do, including the date, time, and place of the workshop; the length of the presentation; the specific topics to be discussed, including information on the content to precede and follow the speaker's presentation; the format of the workshop; the size and composition of the audience; and other pertinent details.
- clarify the amount of money (if any) you will be able to pay the speaker, including any mileage reimbursements, meals, and so on.
- check to see whether the speaker needs audio-visual equipment, materials duplicated, special set-ups in the room, or assistance with travel or accommodation arrangements.

Follow up your initial contact with a letter outlining the above arrangements. Prior to the workshop, contact your speaker once more either in person or by telephone to confirm arrangements and answer any remaining questions.

## *Publicizing the Workshop*

Publicity can make or break a workshop. If people do not know about the workshop, they cannot participate.

- Create a need for the environmental education workshop. Tying it in with Earth Day activities or some other community project or group program may help.
- Announce the workshop at regularly scheduled meetings of parent-teacher organizations, meetings of local organizations or service clubs, school board meetings, other group events.
- Print workshop information in school and faculty newsletters.
- Design fliers, posters, and news releases and decide how and where to distribute the materials.
- Use the local media. Send an announcement of the workshop to local radio and television stations for airing as a public service announcement. Send a press release to the local newspaper.

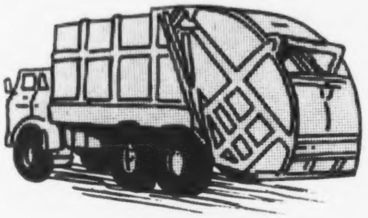
## *Conducting the Workshop*

- Set up registration tables where participants can sign in upon arrival.
- Have name tags available for all participants.
- If handouts are being used, have a packet of materials ready to hand to each participant upon arrival.

- Allow time for participants to fill out a questionnaire before the workshop begins to find out what they already know. Have them complete another one six to eight weeks after th workshop to gain feedback on the effectiveness of the activity.

Feedback is a key factor in organizing any workshop.

*Adapted from: National Urban League, Inc.* What Students Need to Know. *New York: Education Initiative, 1989.*



(P)

# Dear Parent: Help Your Child Develop Environmental Awareness

Dear Parent,

The world abounds with natural beauty: spectacular mountain ranges, sparkling lakes and seas, lush forests. Yet many environmental problems threaten this beautiful world today: solid and hazardous wastes, groundwater contamination, global warming, the extinction of many forms of animal and plant life, and pollution, to name just a few.

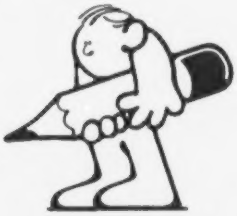
Our children stand ready to inherit the earth, and they must be prepared to preserve and protect its natural beauty and resources. As a parent, you can do a great deal to help your children to understand contemporary problems and to play a productive role in the improvement and protection of the environment.

Instilling a love of nature in your child is a good first step. There are many outdoor activities for the whole family that will teach your child to appreciate and value a healthy environment. Camping, hiking, and gardening are great ways to get to know Mother Nature while having fun together.

Second, try to be a good role model. If you recycle in your home, conserve energy, and try to limit your use of automobiles in favor of walking, cycling, or public transportation, your children will learn to do the same. Even little steps taken now will have a significant effect on the future of the planet.

Finally, talk to your kids about taking care of our planet. Help them to understand their responsibilities to the earth. The future depends on it.

Sincerely,



Your Child's Teacher

# Families Learn in Polk County's Outdoor Classroom

Students in northwest Wisconsin will soon be able to attend classes in an outdoor classroom—a place designed to help them learn firsthand about birds, trees, and natural resources.

The D. D. Kennedy Environmental Outdoor Classroom is being developed on 100 acres of pristine woodland and open prairies located along the south branch of the Balsam River, which flows through central Polk County. The property is the former farm home of three-time Wisconsin legislator, D. D. Kennedy, and his wife. Years ago, the Kennedys operated a grist mill powered by a dam which may still be seen across Balsam Branch.

The Kennedys had no children; however, it was their wish to leave this beautiful piece of property for the enjoyment of current and future generations. In 1980 Mrs. Kennedy donated the site to the county to be used as an educational area for youngsters throughout Polk County. Development was begun in early 1991.

The outdoor classroom will be completely accessible to the elderly, as well as to elementary and high school students. Interpretive trails have been specially designed with a maximum 4 to 6 percent grade and a 4 inch lip, to aid self-guided wheelchair tours. Interpretive stops will include written, audio, and video messages to allow all students regardless of their abilities to experience the sounds of a bird or the texture of a tree's bark. The trails will wind through open prairie, wooded hillsides, wetlands, and across a stream, illustrating a variety of habitats.

The site will also include an interpretive center, a fishing pier for people with disabilities, a prairie restoration area featuring native grasses and wildflowers, and picnic grounds.

The efforts of many individuals and agencies, including the Soil Conservation Service, the Polk County Parks and Recreation Department, the Department of Natural Resources, and local Lions' clubs, are being combined to make the project a reality. Assistance is also being sought from the 327th Army Reserve Engineer Battalion and the Wisconsin Conservation Corps for construction of trails and a bridge. Approximately $50,000 of the estimated $150,000 project cost has been raised through fundraisers, donations, and grants.

Students from several area schools are involved in the project's development. A seven-year-old special education student from St. Croix Falls Elementary drew the Earth Day design which has become the logo for the T-shirts being sold to raise funds. St. Croix elementary students also helped with the sowing of seeds for the wildflower plot. Sixth grade students from Amery Middle School joined a senior citizen friend in erecting and monitoring bluebird houses at the site. Biology students from Clayton Schools will label plant specimens along the trails.

Completion of the entire D. D. Kennedy Environmental Outdoor Classroom project is expected by the end of 1992. The classroom will provide unlimited opportunities for local school groups, 4-H'ers, Scouts, and others to become personally involved in learning about and protecting our natural resources.

*Source: Sharon Remund, Community Education Director, Amery School District, 115 N. Dickey Avenue, Amery, WI 54001. (715) 268-9771.*

*For a list of nature and environmental centers in Wisconsin, contact the Department of Natural Resources, (608) 267-7529.*

(K, P)

# Where Do Things Come From? A Recycling Game for the Whole Family

Here's an entertaining and educational way to get the whole family thinking about the environment! You can modify this activity to fit with the ages and interests of your kids.

**Age:** 8-12 years old

### Goals:

To help children learn where our products come from and the difference between renewable and nonrenewable resources.

### Background:

In order for people to understand the need for recycling, they must have an understanding of the source of the products they use and that the earth has a limited supply of resources. All of the materials that make up our goods and products are derived from the earth's natural resources. Some of our resources are quite abundant like sand and grass, but some are scarce like oil and diamonds. Some of our resources are renewable (can be replaced in a relatively short period of time) and some are nonrenewable (once taken out of the earth no more will take their place for a long, long time). For this activity all of earth's resources (excluding water and air) can be lumped into five categories—Rocks, Minerals, Petroleum/Oil, Plants, and Animals.

### Materials:

copies of *Resources Scavenger Hunt Worksheet* (see back of this sheet)
clipboards
pencils
examples from each of the five resource categories listed above

### Procedure:

1. Ask the children, "Where do things come from?" Discuss the earth's resources and identify the five categories. Show specific examples of products derived from each category and ask the children for other examples. Talk about renewable and nonrenewable resources. Ask the children for specific examples of each.
2. Pass out the scavenger hunt sheets, clipboards and pencils. Give them the following directions:

- Find 15 of the 30 items on the list. These should include at least three items from each of the five categories.
- Indicate items found with a check in front of the item.

**Do not collect the items and bring them back!**

- Identify which resource category the item belongs in by putting an **R** for rocks, **M** for mineral, **O** for oil, **P** for plant, and **A** for animal on the line behind it.
- Finally, circle the renewable resources.
- Extra points will be given for the special items listed and found. Explain that "nature's" packaging means a shell, cone, or pod casing.

3. Give the children 15 minutes to hunt for items outside.
4. Call them together and go over the answers. Discuss recycling, reusing, and reducing and how these practices help conserve our resources.

### Items by Category—Answers

| Rocks | Minerals | Oil | Plant | Animal |
|---|---|---|---|---|
| glass | penny | plastic bay | charcoal | hamburger |
| stone wall | pop can | frisbee | bread | ice cream |
| pottery | diamond ring | nylon sock | lettuce | butter |
| cement | nail | plastic bottle | firewood | egg |
| stone building | pencil lead | polyester pants | paper | leather shoes |

All items in plant and animal categories are renewable resources.

(A, K, C)

# Resources Scavenger Hunt Worksheet

Find 15 of the 30 items listed below. These should include at least three items from each of these categories: Rocks, Minerals, Oil, Plants, and Animals.

Indicate items found with a check in front of the item.

**Do not try to collect the items and bring them back!**

Identify which resource category the item belongs in by putting an **R** for rocks, **M** for mineral, **O** for oil, **P** for plant, and **A** for animal on the line behind it.

Circle the renewable resources.

- ☐ glass ______
- ☐ frisbee ______
- ☐ bread ______
- ☐ pottery ______
- ☐ butter ______
- ☐ penny ______
- ☐ egg ______
- ☐ nail ______
- ☐ hamburger ______
- ☐ ice cream ______
- ☐ pop can ______
- ☐ stone wall ______
- ☐ firewood ______
- ☐ nylon sock ______
- ☐ pencil lead ______
- ☐ lettuce ______
- ☐ cement ______
- ☐ plastic bag ______
- ☐ charcoal ______
- ☐ paper ______
- ☐ diamond ring ______
- ☐ stone building ______
- ☐ plastic bottle ______
- ☐ leather shoes ______
- ☐ polyester pants ______

## Extra Credit

- ☐ returnable bottle ______
- ☐ "nature's" packaging ______
- ☐ man-made packaging ______
- ☐ an item that can be used for something else ______
- ☐ an item made from more than one material ______

*Source: Nature's Recyclers Activity Guide, Wisconsin Department of Natural Resources, Bureau of of Information and Education, 1990.*

(K, P)

# Hooked on Nature: The Junior Ranger/Wisconsin Explorer Program

Elementary educators can involve parents and families in environmental education by putting them in touch with the Junior Ranger/Wisconsin Explorer program.

The program is an environmental education activity program for children and their parents visiting Wisconsin's state parks and forests.

With a Junior Ranger (grades K-3) or Wisconsin Explorer (grades 4-6) activity booklet to guide them, families set off on trails to explore, see, hear, touch, and learn about the environment.

When half of the activities in the booklet are completed, the children receive a colorful wildlife patch and a certificate.

All of the activities create understanding of the environment and foster a sense of stewardship. The program is designed so that a child may do a different activity booklet each year, from kindergarten through sixth grade.

## *How Do Families Get Involved?*

Adult/child teams may pick up a free activity booklet at one of 46 participating state parks or forests. Parents may use any of these locations to receive booklets, certificates, and patches for their children. The list of participating state parks may be obtained from the Junior Ranger/Wisconsin Explorer program.

Adult/child teams should complete at least half of the activities in the booklet at the parks or forests or at home before turning in the check-off form found in the booklet to one of the participating properties. The child will receive a patch and certificate.

## *How Do Teachers Get Involved?*

A complimentary Junior Ranger/Wildlife Explorer activity booklet is available to each educator or youth leader who requests one. Copies of the activities in the booklet may be made for use in the classroom or group activities. Awards and quantities of books are not available to groups or classes, since this program is designed for a one-to-one interaction of parent/child or adult/child teams.

Through the Junior Ranger/Wisconsin Explorer program, families can form closer bonds by sharing the joy of learning as they explore Wisconsin's beautiful natural resources together.

*For more information about the Junior Ranger/Wisconsin Explorer program, contact the Bureau of Parks and Recreation, Department of Natural Resources, P.O. Box 7921, Madison, WI 53707, (608) 266-0229.*

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# A Classroom or Family Activity: Personal Pollution Pledges

**Objectives:** Define pollution. Discuss some ways people can cause pollution in their everyday lives, and give examples of ways each of us can cut down on pollution.
**Ages:** Primary
**Materials:** Crayons or markers, chalkboard or easel paper.
**Subjects:** Science and Social Studies

Everyone plays a role in causing pollution. To help your kids discover how they can be a part of pollution solutions, try this activity. But before you begin, enlarge the earth diagram shown below and make enough copies of it for everyone.

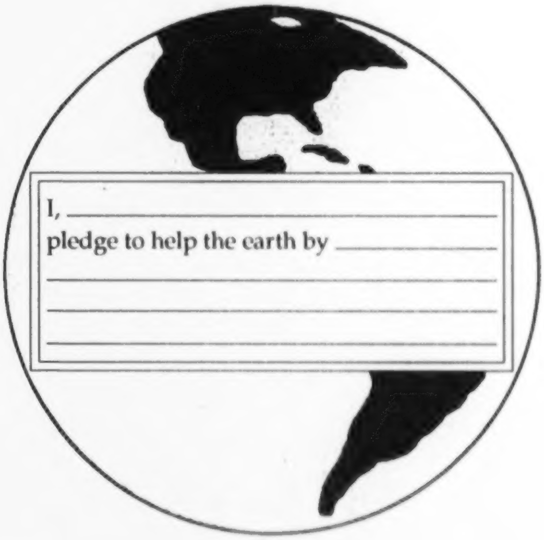
Start the activity by explaining what pollution is (something in the environment that creates unhealthy living conditions). Then ask the kids if they can give some examples of pollution (litter, smog, dirty water, excessive noise, and so on). Next tell the kids that a lot of the things each of us does every day can contribute to pollution. For example, it takes energy to run TVs, radios, lights, stoves, and everything else that we plug in and turn on. This energy comes to us from power plants. The power plants create energy by burning fuels such as coal or oil. And burning these fuels pollutes the air.

Tell the kids that things we throw away can also cause pollution. Ask if anybody knows where our garbage goes when it's picked up and taken away. Then explain that most garbage goes to landfills. But many landfills are getting full. Some garbage is also burned, which causes air pollution. And sometimes garbage is dumped in the ocean, which can harm ocean animals and plants.

Next have the kids brainstorm some ways they can help cut down on pollution. Write their suggestions on a chalkboard or piece of easel paper. (To help get them started, you might want to list some of the ideas provided under "Personal Pollution Solutions.") Then pass out copies of the earth picture you enlarged earlier and have the kids color it, leaving the rectangle in the middle blank. When they've finished coloring, have them fill in the rectangle with a personal pledge stating one specific way they'll help to fight pollution. Then hang their personal pledges up where everyone can see them.

## *Personal Pollution Solutions*

- Use the backs of paper whenever you can, instead of using only one side.
- Ask your parents to save grocery bags and reuse them instead of getting new ones every time they go shopping.
- Instead of using paper towels, use a sponge or cloth towel to clean up.
- Turn out the lights, TV, or radio if you're going to be out of the room for more than a few minutes.
- Ask your parents to buy drinks in glass or aluminum containers instead of plastic, since glass and aluminum are easier to recycle.
- Recycle bottles, cans, and newspapers instead of throwing them away.


I, ______________________
pledge to help the earth by ______________

*Reprinted with permission of the National Wildlife Federation from the publication "Earth Day Every Day: You Can Make a Difference."*

(A, K)

# Family Homework Activities in Environmental Education

Interactive homework, where parents and families participate in certain components of children's homework activities, is an effective way to involve families in classroom learning. In the area of environmental education, family support can be fostered by incorporating activities for the whole family in homework assignments.

The busy lifestyles of today's parents must be taken into consideration in the development of such activities; assignments should be written in such a way that the child can do them independently if parents or other family members cannot take part in the activity. Some examples are provided below.

## Home Surveys

A home survey can be a starting point for understanding many significant environmental issues—water, toxics, transportation, and solid waste/recycling. As part of this activity, students are introduced to these concepts in the classroom. Then they take home a survey which they can complete, if possible, with other family members. Sample survey questions might include, "How many light bulbs are in your house?" "How many miles per gallon of gasoline do your family's cars consume?" "Do you buy soda in plastic bottles or in cans or glass bottles?"

Send a letter to students' parents or guardians to accompany the survey. The letter might read as follows:

Dear Parent,

In class this semester, we are trying to discover some ways that we can make the earth a healthier place to live. As part of our lesson plan, students will be surveying their families about the following issues: water, toxics, energy, recycling, and transporation. We will use the results of the survey to discuss these areas further and to think of ways that we might contribute to solving the environmental issues associated with them. Please help your child complete and return his or her home survey.

Thank you for your help.

Sincerely,

______________________________

Your Child's Teacher

It is optimal to have the participation of parents and other family members in the completion of the home survey. However, given the busy lifestyles of today's families, many children will have to complete home surveys on their own. Be sure to create them so that children can work on them independently, if necessary.

## Home-Based Exercises

Students can apply many of the concepts they learn at school in their homes. As part of your environmental education lesson plans, you can encourage students to evaluate their families' energy use, recycling habits, or water consumption. A home activity about water use for seventh or eighth graders is provided below as an example.

## Exercise

To determine the exact amount of water that comes through your family's shower head(s), conduct the following experiment and exercise.

**Step 1**—Gather the following materials: a stopwatch or a watch with a second hand; an empty half-gallon or one-gallon milk container with the top cut off.

**Step 2**—Turn on the shower and mix hot and cold as you normally do. Wait until the second hand is exactly on the minute and put the milk carton under the shower head so it catches all the water. As soon as it fills, check the number of seconds it took and write that number down.

______________

**Step 3**—Divide 30 (60 seconds to calculate for a whole gallon, 30 if you're using a half gallon) by the number of seconds it took you to fill your jug. This is the shower flow rate in gallons per minute.

______________

**Step 4**—Time or estimate in minutes how much time each member of your family spends in the shower every day.

Family Member #1 (you) ____________
Family Member #2 ____________
Family Member #3 ____________
Family Member #4 ____________
Family Member #5 ____________
(add more if there are more people in your family)
TOTAL ____________

**Step 5**—Multiply the total time your family spends in the shower by the number in Step 3. This is how much water your family uses every day in the shower.

How could more water be saved in your family?

## Activities in the Community

Excursions to national parks, ecological research stations, landfills, or recycling facilities can be eye-opening experiences for students from kindergarten through high school. If a student has a relative who works in such a place, so much the better! The family member could help to organize the field trip; or perhaps it would be possible for the family member to visit the classroom to talk about his or her work and its implications for the environment.

There are many ways in which parents and other family members can be a part of environmental education. With a little imagination, teachers can develop creative projects that take little time to implement, yet effectively raise students' and families' consciousness of the need for environmental activism. For instance, at Rib Mountain Elementary School in Wausau, children saved pennies to purchase land in the rainforest of Guatemala. Within one week, the children had collected 35,000 pennies and were able to buy 12 acres of land in the Sierra De Las Minas forest.

Homes and schools can be partners in the fight to save our planet. Involving families in environmental education will be a giant step in making the entire school community "earth-friendly."

*Source: Some information for this article was taken from Earth Day 1990: Lesson Plan and Home Survey—Grades 7-12 by Amy Holm- Shuett and Greg Shuett, published by Earth Day 1990, Stanford, CA.*

The NEWS
The NEWS
The NEWS
The NEWS

# A Family Futures Wheel

(Grades 7-12)

A Futures Wheel is a tool that can help family members examine the far-reaching environmental impact of even the simplest everyday decisions. In this family activity, family members can develop and use a Futures Wheel to analyze the impact of family decision-making on recycling topics. Adapt and modify the procedure to suit the ages and interests of your children.

## Procedure

1. Sit down with your children and begin a general discussion of the solid waste problem. Ask the kids: Why do we have a garbage problem? Who contributes to it? What can we do to help solve it? Gradually, lead the discussion towards recycling. Tell them what the family is going to do to investigate recycling, reduction, and reuse as options using the Futures Wheel.
2. Select a recycling-related topic (for example, paper recycling, banning disposable diapers, or sorting trash) that interests you or your children. Write the topic in the center of a sheet of paper.
3. After you have written down the topic, ask a question that guides exploration of the item, such as: What are the effects of this item on the world around it? The responses are then written around the item (see Figure 1). Items are connected to the central topic by single lines. The question is then repeated for each of these effects, and they are connected to the first ring of items by two lines. Continue this process for three or four orders of implications (see Figure 2).

A FUTURES WHEEL

With First Order Implications

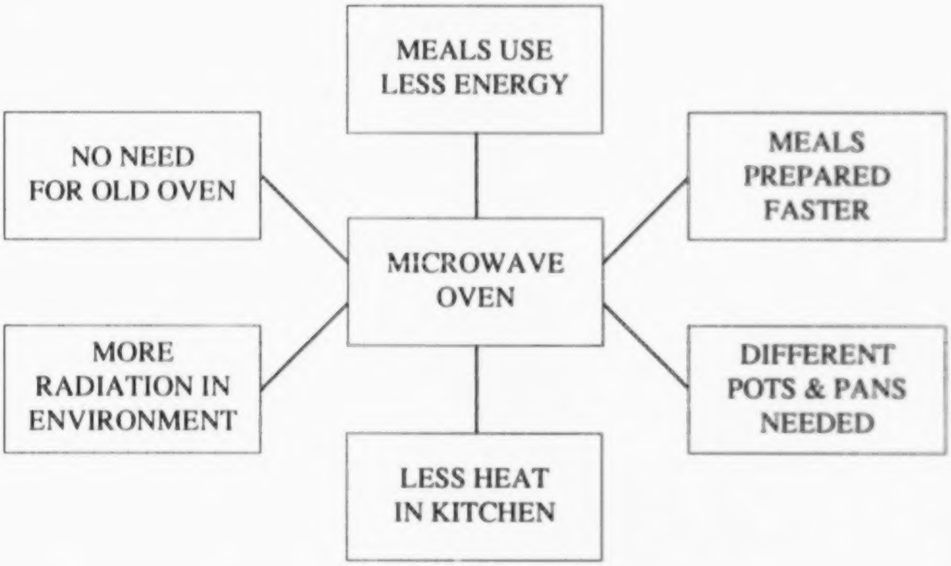


Figure 1

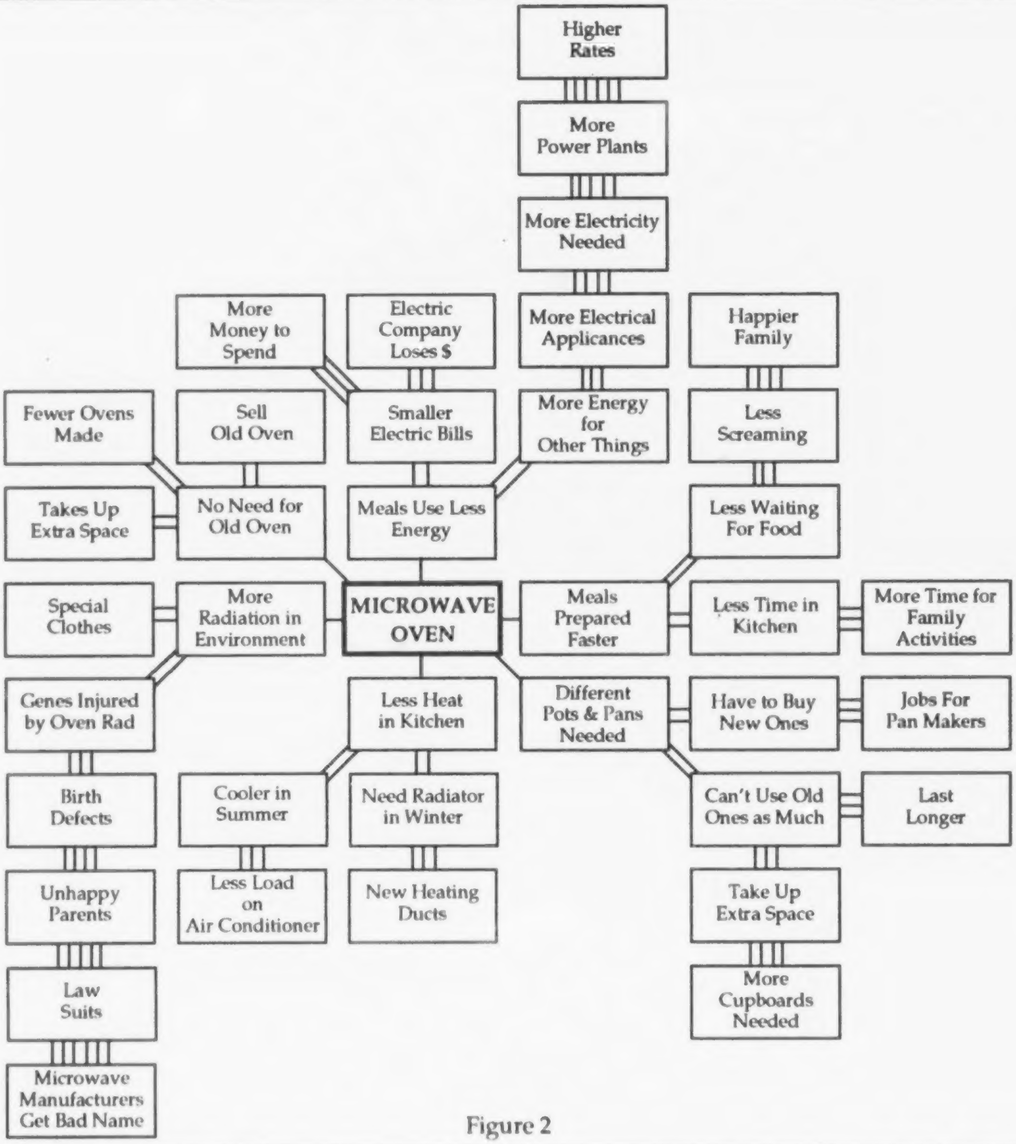

Higher Rates
More Power Plants
More Electricity Needed
More Money to Spend
Electric Company Loses $
More Electrical Applicances
Happier Family
Fewer Ovens Made
Sell Old Oven
Smaller Electric Bills
More Energy for Other Things
Less Screaming
Takes Up Extra Space
No Need for Old Oven
Meals Use Less Energy
Less Waiting For Food
Special Clothes
More Radiation in Environment
MICROWAVE OVEN
Meals Prepared Faster
Less Time in Kitchen
More Time for Family Activities
Genes Injured by Oven Rad
Less Heat in Kitchen
Different Pots & Pans Needed
Have to Buy New Ones
Jobs For Pan Makers
Birth Defects
Cooler in Summer
Need Radiator in Winter
Can't Use Old Ones as Much
Last Longer
Unhappy Parents
Less Load on Air Conditioner
New Heating Ducts
Take Up Extra Space
Law Suits
More Cupboards Needed
Microwave Manufacturers Get Bad Name

Figure 2

4. While working with the wheel:

- Be as concrete as possible in describing each effect
- As soon as everyone agrees on a possibility, move on to another
- Do not be critical of possibilities

Rules: Repetition is okay, contradiction is okay, weird and/or obvious possibilities are okay. The person recording the ideas is not a censor and must record all possibilities.

5. When you are finished, you can have the children:

- Describe whether the effects are good or bad
- Ask whether the trend is something they would like to see happen or not
- Ask whether the trend existed 500 years, 50 years ago, ten years ago; or will exist ten years from now, 50 years from now, 500 years from now
- Ask whether the effects are local, national, international, typical of any industrialized country, or typical of almost anywhere on earth.

*Source: Adapted from* Recycling in the Schools Week, *Governor's Quality Environment Project, Minnesota, 1982.*

(K)

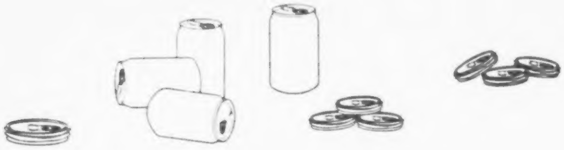
# Home Recycling Survey

Here is a recycling survey for you and your parents to do together. Read each question and check your answer. Then turn the page to find out what you can do to help our environment.

| | | Yes | No |
|---|---|---|---|
| 1. | If you take more food than you can eat, do you throw the leftovers in the trash? | ☐ | ☐ |
| 2. | Do you use paper cups and plates for cookouts or picnics? | ☐ | ☐ |
| 3. | Do you bring lunch to school in a paper or a plastic bag and throw the bag away every day? | ☐ | ☐ |
| 4. | Do you throw away aluminum cans? | ☐ | ☐ |
| 5. | Do you use just one side of your writing paper? | ☐ | ☐ |
| 6. | If you make a mistake when writing or drawing, do you throw away your piece of paper and get a new one? | ☐ | ☐ |
| 7. | Do you throw away clothes you've outgrown? | ☐ | ☐ |
| 8. | When you see papers on the floor or ground do you leave them there? | ☐ | ☐ |
| 9. | Do you buy soda in plastic bottles and then throw them away? | ☐ | ☐ |
| 10. | Do you ask for or take a bag when buying small things like candy or gum? | ☐ | ☐ |
| 11. | Do you buy juice or chips in single serving packages? | ☐ | ☐ |
| 12. | Do you use paper towels for drying your hands or cleaning up spills? | ☐ | ☐ |
| 13. | Do you throw away glass bottles and jars? | ☐ | ☐ |
| 14. | Do you use a clean sheet of paper to make paper airplanes? | ☐ | ☐ |
| 15. | Do you throw away broken crayons? | ☐ | ☐ |

If you have 10 or more **no** answers you are already helping our environment.

*Source:* K-3 Supplement to the Recycling Study Guide, *Wisconsin Department of Natural Resources, 1990.*



Other Aluminum
Cans

## *Here's How You Can Help the Environment by Reducing Waste:*

1. Take small portions of food and go back for "seconds" if you are still hungry. Put leftover food in reusable storage containers to eat later.
2. Buy or make up your own "picnic basket" that includes reusable cups, plates, and silverware. Look for these items at garage sales.
3. Buy a lunch box and be cool. Get your friends to use lunch boxes too. Pack your food in reusable containers instead of waxed paper, sandwich bags, or aluminum foil. It will stay fresher and will not get "squished!"
4. Collect and recycle aluminum cans. Aluminum is a very valuable metal and is easy to recycle. Recycling one aluminum can saves enough energy to keep a light bulb lit for 12 hours!
5. Use both sides of paper when writing letters or doing homework. If you only need to use one side, save the paper in a "reuse" box for future use. Make your paper last twice as long.
6. Use a pencil and erase any mistakes. If you need a perfect copy, practice on one of the papers from your "reuse" box and then copy it over.
7. Save your old clothes for a garage sale or give them to a charity. If they are ripped or torn and cannot be repaired, then use them for cleaning rags (cut off and save the buttons first).
8. Litter is everybody's problem and responsibility. Do your part by picking it up and disposing of it properly—perhaps even recycle it.
9. If possible, buy soda in returnable glass bottles and return them! If only plastic soda bottles are available, do not throw them away. In many communities, they are recyclable.
10. After you buy a small item, take it home in your pocket. You do not really need a bag. If your items are too large for your pocket, then bring a reusable shopping bag you've made.
11. Buy in bulk or buy larger packages and put the amount you need for school or snacks in reusable containers. Buying in bulk is usually cheaper than buying individually wrapped servings and requires less packaging.
12. Use a hand towel for drying your hands and a dish cloth or sponge for wiping up spills. They can be cleaned and used again instead of being used once and thrown away.
13. Do not throw away glass bottles and jars. These can be recycled in many communities. Many can also be reused for storing different things.
14. Make your plane with a piece of paper from your reuse box and save the clean sheet of paper for writing.
15. Save broken crayons in a can for future coloring or art projects. Buy a crayon sharpener to make points on rounded edges.

# Suggested Activities for Earth Day 1992

On the first Earth Day, on April 22, 1970, an estimated 25 million people turned out to march, sing, join clean-up crews, and express their concern about state of the planet. Earth Day was a radical idea at the time, but in the two decades since then, environmentalism has become part of everyday life. Now more than ever, we need to preserve and protect our natural resources.

Schools can organize a number of community- and family-oriented activities for Earth Day 1992, which falls on Wednesday, April 22. Some suggestions are provided below to help make Earth Day at your school a meaningful and festive celebration of our beautiful green planet.

Forest Appreciation Week and Arbor Day also fall in April, so keep these ideas in mind for all your school environmental activities.

- Sow the seeds of the future! Trees and plants are environmental wonders. They remove carbon dioxide from the atmosphere, absorb other pollutants, control erosion, serve as wind-breaks, and offer shade. Invite parents and other community members to come in and plant trees or flowers around the school—or in a neighborhood that could use some beautification! (Be sure to check with the proper authorities before you organize this activity.)

- Have an Earth Day parade! Invite local clubs, service organizations, and other groups to create floats and participate in the parade. The school marching band as well as other student groups can be part of the festivities. Again, obtain permission from city officials before planning the parade.

- Encourage children to paint pictures or design posters using the theme "Taking Care of Our Planet." Display the artwork in a public place: a shopping mall, community center, or public building.

- Conduct an essay competition on the topic, "Taking Care of Our Planet." Award prizes to the winners, and ask the local newspaper for space to print the best essays.

- Organize a family/community picnic at a local nature preserve or park. Ask local businesses to donate food and soft drinks—or make it a pot luck! Organize games and sing-alongs to focus on protecting our forests and wildlife.

- Invite parents, community members, and students on a "Nature Hike." Ask a local expert to lead the hike, discussing local wildlife, plant life, and natural phenomena.

- Invite parents, family members, and community residents who work in areas related to environmentalism—waste treatment, power and light, scientific research, and so on—to come into classrooms during the week of April 22 to talk to students about their jobs and how they affect the environment.

- Show a film on nature in the school auditorium. Invite parents, students, and community residents to come in and view it free of charge.

- Schedule class field trips to local recycling facilities, parks, zoos, or research centers.

- Hold an "agency day" in the school. Have local environmental organizations and agencies host a table at school to demonstrate the kinds of resources and programs available in the community. Invite parents and community members to come in and learn about them.

- In many areas in Wisconsin, 4-H clubs have been active in promoting recycling through community service projects. Ask your 4-H club if there are ways that the school and the community can get involved with an ongoing project.

These are just a few suggestions for making Earth Day a success in your school. Make use of your community's unique resources to increase community awareness of this important event. Working together, schools, families, and community residents can make the earth a cleaner, healthier place to live!

(P)

# The Smart Shopper: A Handout for Families

Shopping, like voting, means making choices. Earlier, choices were based solely on how to get the most for a shopping dollar. As people became more aware of the importance of nutrition in maintaining good health, more shoppers began to consider both the amount of food and its nutritional value when making choices in the market. Across the United States, tons of trash are generated daily by households, businesses, and industries. Available landfills are almost completely filled, and new ones face stiff opposition. Toxic wastes are contaminating our groundwater. We must control and reduce the trash we are producing to help solve these problems.

Consumers can play an important role in reducing the solid waste problem. When we spend our money we "vote" for the environment. To actively "vote" for the environment, shoppers can make choices according to the guidelines of the Pennsylvania Resources Council's Environmental Shopping Program—outlined below.

## Before Going to the Store

- Read labels and become familiar with the contents of your household products. Try not to purchase those with toxic or harmful ingredients.
- Make a shopping list and stick to it. A shopping list discourages impulse buying—often based on attractive but excessive packaging.
- Plan meals to use items with minimum packaging. Meals made from fresh ingredients are usually more nutritious and use less packaging.
- Plan and prepare meals ahead of time; freeze until needed and reheat.
- Find out what can be recycled in your area and make sure your separate your trash accordingly.

## At the Store

- Vote for the environment by buying items packaged in recycled or recyclable containers or in reusable containers.
- When buying fruits, vegetables, and meats, look for minimal and environmentally safe packaging. Try to select items wrapped in one material rather than a combination of materials (two kinds of metal, metal and plastic, polystyrene foam and plastic, and so on).
- Buy the large size or buy in bulk. If you need only small quantities, shop with a friend, buy the larger size, and divide the merchandise.
- Where permitted, bring your own container.
- When buying products in pre-packaged containers, look for packages made of recycled materials.
- Recycled packaging can be identified by the reycling symbol on the package or a gray interior in paperboard boxes containing cereals, detergents, and cake mixes.
- Choose containers that are recyclable in or near your community.
  - — Aluminum, glass, and paperboard containers can be recycled in most areas.
  - — Steel and tin can be recycled in some areas.
  - — Plastic soft drink bottles (PET-polyethylene terephthalate) and milk jugs (HDPE—high density polyethylene) are recyclable, but few community recycling operations accept them.
  - — Mixed material containers cannot be recycled in most areas. (Example: squeezable ketchup and jelly containers made of mixed plastics; small square juice boxes made of plastic, paper, and aluminum).
- Choose containers or products that are reusable. Disposable items such as certain razors, diapers, flashlights, cameras, and pens are designed to be discarded and fill up landfill space unnecessarily. They should be avoided when a reusable product is available.

## At the Checkout Line

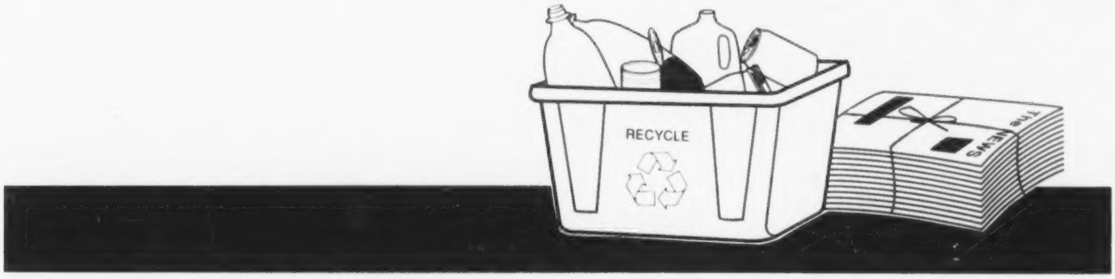
- When buying just a few items, bring your own bag. There are some very attractive mesh nylon bags available which store easily in the glove compartment of your car or pocket and some durable canvas bags which take very little space when not in use.
- Reuse plastic, paper, or cloth bags as often as you can.

## After Shopping

- Recycle containers at your local recycling center.
- Reuse containers and products: any sturdy container can be reused for storage; many containers

can be used in schools for projects, so ask your school what they would like you to save; empty coffee cans, glass jars, and some plastic containers have many uses in the home, workshop, or office; durable goods, such as clothing, furniture, and small appliances can be repaired, sold, or donated when no longer wanted by you. Remember, your junk may be someone else's collectible.

*This information was excerpted and reprinted with permission from the booklet* Become an Environmental Shopper, *published by the Pennsylvania Resources Council. The entire booklet may be obtained from the council at 25 West Third Street, P.O. Box 88, Media, PA 19063.*



(A, K, C)

# Home-School Partnerships for a Healthy Planet: Some Model Programs

All over Wisconsin, schools, families, parent-teacher organizations, and communities are joining forces to preserve and protect the environment. Here are some examples of successful partnerships to take care of our planet.

- Mercer School District middle- and high-school students operate a nationally recognized school recycling program. The students have written and produced a guide to beginning school recycling efforts titled, *Yes, Virginia, there is a Recycling Clause.* The program has received two awards from the Environmental Protection Agency—the school district was the regional award winner in the administrators' awards competition for "Excellence in Recycling," as well as the regional "Outstanding Program" winner in the regional Youth Environmental Awards Program.

  "We're a small school district," says program coordinator Steve Stevenoski, "but these kids have accomplished a tremendous amount."

- At Cleghorn Elementary School in the Eau Claire Area School District, a recycling center was constructed with the cooperation of the township and community members. While the township provided the materials and actually constructed the building, the school provided the site and informed the community through newsletters, fliers, and news releases. The recycling center is monitored weekly by a retired citizen. Says Cleghorn Principal Jerry C. Bauer, "This project was the catalyst that really got the parents and the community excited about joint efforts."

  Since the establishment of the recycling center, Cleghorn has launched other partnership projects, including the construction of a nature trail that features park benches, bird feeders, bluebird houses, and 12 study stations; the construction of a pond; school grounds beautification; the construction of a weather station; and the purchase of a classroom greenhouse where all students plant native shrubs and trees and play games that focus on the wise use of resources and the care of Mother Earth.

  With a $500 donation from the Farm Bureau Insurance Company, the school purchased materials that are now available to parents, students, and staff, such as field guides to bird, plant, and animal identification, water sampling kits, seed starters, and so on.

  The school yearbook in 1990-91 focused on an environmental theme and was dedicated to school volunteers.

- At Little Red Elementary School, also in the Eau Claire School District, a Nature Area has been in existence for about ten years. The local Sierra Club, Wisconsin Conservation Corps, parent volunteers, students, and school staff have been active in the construction of the area, which contains a natural prairie, a pond, and a nature trail. In the 1990-91 school year, Little Red organized a prairie burn, planted wildlife shrubs as an Arbor Day activity, held a health fair focusing on outdoor safety, and raised money to purchase seven acres of South American rainforest.

- In the School District of Flambeau, parents, grandparents, and other family members and community residents helped elementary students to assemble wood duck houses and place them around the Glen Flora School. The project not only helped wood ducks and provided a rich outdoor learning experience for everyone involved, but it was a good opportunity for students to work on a fun project with caring adults. All the materials for the wood duck houses were provided by the Rusk County Restoration Association, and the wood duck kits were built by the Flambeau Correctional Facility.

  To go along with the wood duck house project, a representative from the Department of Natural Resources made a presentation on wood ducks to the project participants.

  Flambeau also conducts a summer outdoor education and adventure program for students in grades six to eight. The program involves instruction in outdoor camping, canoeing, hiking, and fishing; a volunteer community service project; and field trips. During the community project, students form work crews to tackle such projects as park clean-ups, stream improvement, or other useful activities. These are arranged in cooperation with the Department of Natural Resources or other community agencies.

- Children at Rib Mountain Elementary School now own 12 acres of Guatemalan rainforest, thanks to a week-long penny drive that netted them 35,000 pennies. They are also working with community residents to build a school space station to study gravity, atmospheric conditions, and other science-related topics.

These are just a few examples of the imaginative and educational environmental projects schools in Wisconsin have implemented, thanks to strong support from their families and communities. Their enthusiasm and energy of these schools have benefited the entire community . . . and planet.

*For more information on the Mercer School District's recycling program, contact Steve Stevenoski, Mercer High School, P.O. Box 567, Mercer, WI 54547; (715) 476-2154 or (715) 476-2272.*

*For more information on the Eau Claire programs, contact Jerry C. Bauer, Principal, Little Red Elementary and Cleghorn Elementary Schools, Route 4, Box 36, Eau Claire, WI 54701; (715) 839-2820.*

*For details of the Flambeau projects, call or write Chuck Erickson, Community Education Director, School District of Flambeau, P.O. Box 86, Tony, WI 54563; (715) 532-5559.*

*For information about the Rib Mountain projects, call Robert Pellant, Principal, Rib Mountain Elementary School, 2701 Robin Lane, Wausau, WI 54401; (715) 845-1353.*

# TAKING CARE OF OUR PLANET

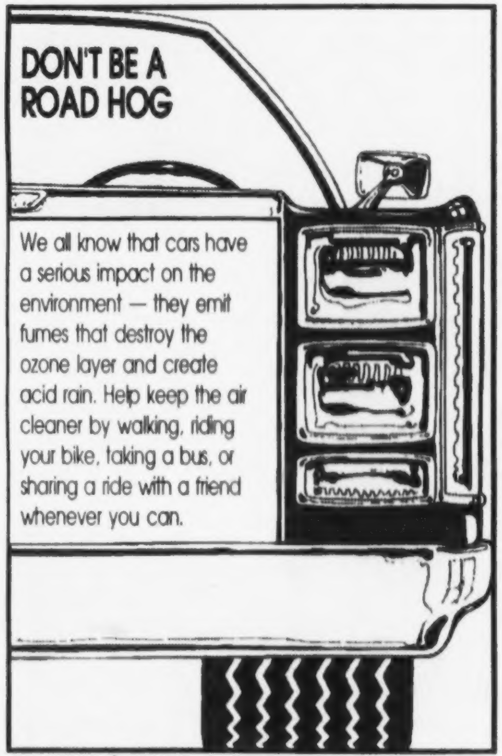
## A POSTER FOR KIDS, PARENTS, AND TEACHERS

Wisconsin Department of Public Instruction/ Herbert J. Grover, State Superintendent

### LET'S DO LUNCH

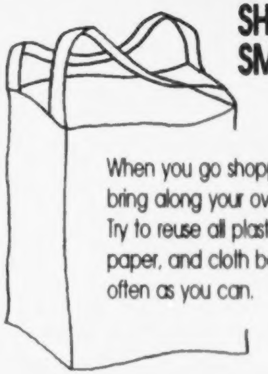
Use wax paper to wrap your sandwiches, instead of plastic wrap or foil. Use reusable containers to store food. Keep rags in the kitchen to wipe up spills instead of using paper towels every time; then wash and reuse the rags.

### DON'T BE A ROAD HOG



We all know that cars have a serious impact on the environment — they emit fumes that destroy the ozone layer and create acid rain. Help keep the air cleaner by walking, riding your bike, taking a bus, or sharing a ride with a friend whenever you can.

### SHOP SMART

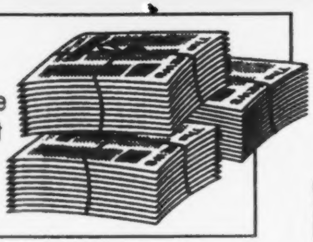


When you go shopping, bring along your own bag. Try to reuse all plastic, paper, and cloth bags as often as you can.

### Don't Go with the Flow

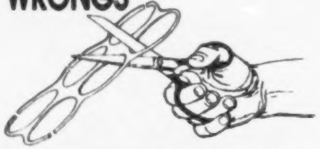
Did you know that you can use [illegible] gallons of water — or more — if you leave the tap running while you brush your teeth? But if you just wet and rinse your brush, you use only half a gallon of water. You could save [illegible] gallons of water [illegible] you brush.

### KEEP UP WITH THE NEWS



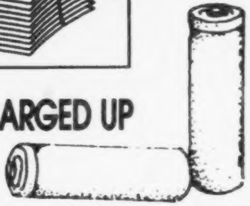
If we recycled all our Sunday papers, we could save over 30,000 tons of newsprint every week! At home and at school, make sure you collect newspapers for recycling.

### RIGHT THOSE RING WRONGS



Plastic six-pack holders — the rings used for canned drinks — have become an ocean hazard to the birds and other marine life. They often end up in the ocean, where sea birds can catch a loop from these rings around their necks and strangle to death. So before you toss six-pack holders into the garbage, snip each circle with a pair of scissors. Help protect our wildlife!

### GET CHARGED UP



It's hard to imagine that the little batteries you use in your flashlight, radio, or camera could have any effect on the environment at all. But when they are thrown out with the garbage, they go to landfills, where they release highly toxic metals like mercury and cadmium into the soil. So use rechargeable batteries as much as possible, or, if it's possible in your area, recycle your batteries.

### HERE'S TO TREES

If every American family planted just one tree, over a billion pounds of "greenhouse gases" would be removed from the atmosphere every year.

BEST COPY AVAILABLE

# Sample Public Information Release

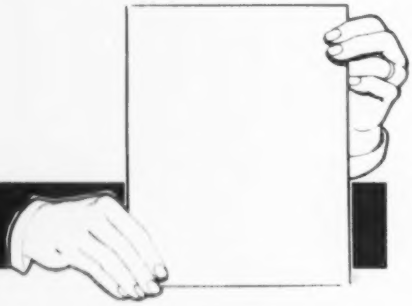
The (name of school/school district) will be thinking globally and acting locally on April 22—Earth Day, 1992.

As part of its Earth Day celebration, students at the (name of school/school district) will team up with teachers, school staff, parents, and family and community members to (hold an environmental awareness event/ picnic/ workshop/ community clean-up/ whatever).

"We all have a role in preserving the beauty and natural resources of our planet," said (name of principal/district administrator). "Working together, we can make a difference. In the (name of school/school district) we are committed to taking care of the environment in pro-active and productive ways."

The (name of event) will include (list activities). The event's goals are to promote public awareness of the importance of environmental action and to build a home-school-community partnership for taking care of the planet.

"We want all members of our school community to share the joy of making this world a cleaner and healthier place to live," said (principal/district administrator's last name). "A green planet is one of the greatest gifts we can give to our children and to all the generations to come."



# Sample Public Service Announcements

To be retyped on school district letterhead or taped by district administrator/school board president/ PTA president/building principal/community education director and sent to local radio stations. Modify or adapt as needed.

(Approximately 45 seconds)

ANNOUNCER: Children have a wonderful way of seeing the beautiful little things in life that we adults sometimes take for granted—the loveliness of raindrops on a spider's web or the wonderment of the first snowfall. At the (name of school/school district) we believe in cherishing that sense of wonder by instilling in all our students an understanding of how to preserve our natural environment. A few simple steps today can ensure a cleaner, healthier world tomorrow. Join the (name of school/school district) in taking care of our planet. Support environmental education. This message is brought to you by (name of school/school district) and (call letters of radio station).

(Approximately 30 seconds)

ANNOUNCER: Have you ever thought about all the things the Earth gives us? From food to oxygen to oil and gas, we depend on natural resources every minute of every day. It's been happening for millions of years; and now the time has come for us to give something back. There are lots of simple things you can do to help take care of our green planet. Join the (name of school/school district) in supporting environmental action. Work with us for a cleaner, greener tomorrow.

# Quotations

"Stewardship of our environment requires knowledge, attitudes, and skills which are based on a commitment to shaping the world in which we live through thoughtful and active participation. It is a perspective that acknowledges that each of our actions has an effect on the entire global ecosystem. Teachers in all grades and subject areas have a role to play in helping students to realize it is a collective responsibility to preserve and cherish our home, this precious planet Earth."

— Herbert J. Grover
State Superintendent

"The beauty and genius of a work of art may be reconceived, though its first material expression be destroyed; a vanished harmony may yet again inspire the composer; but when the last of a race of living things breathes no more, another heaven and another earth must pass before such a one can be again."

— Charles William Beebe
American zoologist

"The ultimate objective of the education of the children of today is to be the citizens of a better world than the one we are leaving, and the faith and hope that our generation will awaken to the realization that only through education can this be done."

— Eleanor Roosevelt
Former American First Lady

"We can all continue to say we are only churchmen, or only educators, or only students, or only government people—that our role is limited, and that we cannot be expected to solve the problems of the world. But . . . some of us had better choose to define ourselves as world problem solvers if world problems are going to be solved."

— Robert Theobold,
American environmentalist
*An Alternative Future for America II*

"Accuse not Nature, she has done her part;
Do thou but thine!"

— John Milton, British poet
*Paradise Lost*

"I sincerely believe that for the child, and for the parent seeking to guide him, it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow. The years of early childhood are the time to prepare the soil. Once the emotions have been aroused—a sense of the beautiful, the excitement of the new and unknown, a feeling of sympathy, pity, admiration, or love—then we wish for the knowledge about the object of our emotional response . . . . It is more important to pave the way for the child to want to know than to put him on a diet of facts he is not ready to assimilate."

— Rachel Carson
American environmentalist and writer

"One touch of Nature makes the whole world kin."

— William Shakespeare, British playwright
*Troilus and Cressida*

"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."

— Aldo Leopold,
Wisconsin environmentalist
*A Sand County Almanac*

"For the first time in history, human activities are altering the climate of our entire planet. In less than two centuries, humans have increased the total amount of carbon dioxide in the atmosphere by 25 percent from the burning of fossil fuels and the destruction of forests. . . . Unless we reduce emissions of greenhouse gases, the stable, hospitable climate on which civilization is based could become a thing of the past."

— National Resources Defense Council
*Cooling the Greenhouse*

"The human species is part of nature. Its existence depends on its ability to draw sustenance from a finite natural world; its continuance depends on its ability to abstain from destroying the natural systems that regenerate this world."

— William D. Ruckelshaus
Former administrator,
Environmental Protection Agency

# Selected Resources

This list of resources includes materials to help schools, families, and communities form partnerships for environmental protection and education.

## *Print Media*

### Good Apple Publications

**What On Earth You Can Do With Kids**

With exciting activities, hands-on experiments, and a multitude of earth-shaking ideas, this book is packed with projects that will keep students in touch with the world around them. From readiness skills to independent projects, students are challenged to participate in saving the earth's wonders.

**It's A Child's World Series**

- Bugs and Other Insects
- Pollution, Recycling, Trash, and Litter
- Seeds and Plants

These comprehensive theme guides provide a variety of activities that teach across the curriculum using primary-level nonfiction materials. Each theme guide contains activities in three main sections: Getting Started opens each unit with strategies to determine what children already know; Real-Life Laboratory gives children hands-on experience; and Cross-Curriculum includes activities in writing, art, math, science, cooking, and drama.

*What on Earth You Can Do With Kids* is available at a cost of $23.95, while the *It's A Child's World* series is available at $8.95 per guide, from

Good Apple
1204 Buchanan Street
P.O. Box 299
Carthage, IL 62321
(800) 435-7234

**Helping Your Child Learn Science**

This new publication from the U.S. Department of Education's Office of Educational Research and Improvement is written for a parent—or other adult—to use with children from about three to ten years old (or for an older child to use alone). It includes basic science information, 16 experiments, suggestions for community activities, and a list of other books available for elementary school children. This colorful booklet is written for the non-scientist, and the experiments do not require any special equipment.

One free copy of this booklet may be obtained by writing to

Dept. 611X
Consumer Information Center
Pueblo, CO 81009

You may also order a free catalog of additional "Publications for Parents" from the same address.

*A Guide to Curriculum Planning in Environmental Education*

This publication promotes the infusion of environmental content into all subject areas at all grade levels. It identifies five categories of objectives—awareness, knowledge, attitudes, skills, and participation—and emphasizes specific topics in each of four grade groupings from kindergarten through grade 12. Teachers will find this guide an asset as they assist students in understanding how the environment functions, how people interact with it, and how environmental issues and problems arise and can be solved.

The book is available for $20 (Wisconsin residents deduct 50 percent) plus $3.50 postage and handling from

The Wisconsin Dept. of Public Instruction
Publication Sales
Drawer 179
Milwaukee, WI 53293-0179
(800) 243-8782

**Educ'Ade: Environmental Education Publications**

The Wisconsin Department of Natural Resources has a number of free publications on a variety of environmental topics, including wildlife, conservation, forestry, air quality, and a number of other subjects. The publications range from booklets and activity guides to posters and coloring books. For more information, write to

Education Programs
Bureau of Information and Education
2421 Darwin Road
Madison, WI 53704

Although most of the materials are free, a donation to assist with printing and mailing costs is always appreciated!

## *Activity Programs*

**Wisconsin's Aquatic Resources Education Program**

Changes in family structure and our urbanized, indoor lifestyle are limited opportunities for youngsters to soak up some sunshine, hear a frog croak, or experience the thrill of catching a fish. Wisconsin's Aquatic Education Resources Program—which includes Angler Education and Aquatic Project WILD—is designed for teachers seeking new ways to bring the fascinating aquatic environment into the classroom as well as for families who enjoy sharing outdoor, environmentally sound activities together--and all others interested in Wisconsin's diversity of waters and their inhabitants.

The Aquatic Resources Education program includes special family events at State Fair Park in West Allis, Watchable Fish schedules where families can view spawning and migration runs of larger game fish all over the state, publications and newsletters, and classroom guides for teachers. There is even an alcohol and drug abuse prevention component—"Hooked on Fishing, Not On Drugs." For more information, contact

Aquatic Resource Education
DNR Bureau of Fisheries Management
P.O. Box 7921
Madison, WI 53707
(608) 266-2272

**Project WILD**

Project WILD involves young people and wildlife: it's an education program emphasizing awareness, appreciation, and understanding of wildlife and natural resources. It can be used to teach basic skills not only in science, but in social studies, language arts, music, and physical education.

Primarily designed to assist K-12 teachers in the classroom, Project WILD activities can be used indoors or outdoors and may be used by families or youth groups as well as educators. Project WILD workshops are also periodically scheduled throughout the state.

Details of the program may be obtained from:
Project WILD Wisconsin
Department of Natural Resources
P.O. Box 7921
Madison, WI 53707
(608) 266-0870

**Project Learning Tree**

Project Learning Tree (PLT) is an award-winning, supplementary environmental education program designed for educators working with young people in grades K-12. The project encourages children to gain environmental awareness and knowledge by using the forest as a windown on the natural world. PLT workshops are offered to teachers, youth group leaders, park and nature center staff, and resource agency personnel.

For more information about PLT and scheduled workshop dates, please contact:

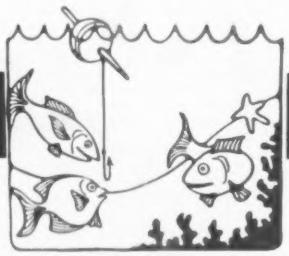
Project Learning Tree
Department of Natural Resources
P.O. Box 7921, IE/4
Madison, WI 53707
(608) 267-2463 or (608) 266-0870

## *Sources of Information/Speakers*

University of Wisconsin-Extension County Offices. University of Wisconsin-Extension community resource agents, youth agents, agriculture agents, or family living agents in your area may be able to assist you in identifying local speakers who would be willing to make presentations on environmental topics.

Wisconsin Department of Natural Resources District Offices

Wisconsin School System Environmental Education Network
The Wisconsin Center for Environmental Education
University of Wisconsin-Stevens Point
Learning Resources Center
Stevens Point, WI 54481
Attn.: Yvonne Meichtry
(715) 346-4973



# Community Contacts

For quick and easy access to school and community resources, fill in the blanks and hang this sheet near your telephone.

## School People

School board president ______________________________

District administrator ______________________________

Principal ______________________________

Bus coordinator ______________________________

Coach ______________________________

Counselor ______________________________

## Community

Police ______________________________

Medical ______________________________

Fire Department ______________________________

PTA/PTO ______________________________

Library ______________________________

Child care ______________________________

Community education ______________________________

## Teachers

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## Youth Club Leaders

______________________________

______________________________

______________________________

______________________________

______________________________

## Special School Events

______________________________

______________________________

______________________________

______________________________

______________________________

## Family Goals for This Year

1. ______________________________
2. ______________________________
3. ______________________________

"Educating Everyone
Takes Everyone"

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

## School Contact Card

### KEEP IN TOUCH!

**Teacher** ______________________

Telephone (day) ______________________

Best time to call ______________________

Telephone (evening) ______________________

Best time to call ______________________

### Other school people and telephone numbers:

**Administrator** ______________________

Telephone ______________________

**Principal** ______________________

Telephone ______________________

**Child care** ______________________

Telephone ______________________

**Counselor** ______________________

Telephone ______________________

**PTA/PTO officer** ______________________

Telephone ______________________

**Community Educ. Dir.** ______________________

______________ Telephone ______________

Communication is necessary if everyone is to grow, change, and function effectively. Please keep in touch. Let's work together to provide our children with the education that they need for a happy, successful future.

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

"Educating Everyone
Takes Everyone"

- - - - - - - - - - - - - - - - - - - - - - - -

### (Cut along dotted line and return to teacher.)

**Child** ______________________

**Parent** ______________________

Telephone (day) ______________________

Best time to call ______________________

Telephone (evening) ______________________

Best time to call ______________________

School Contact Card

KEEP IN TOUCH!

Teacher ______________________

Telephone (day) ______________________

Best time to call ______________________

Telephone (evening) ______________________

Best time to call ______________________

Other school people and telephone numbers:

Administrator ______________________

Telephone ______________________

Principal ______________________

Telephone ______________________

Child care ______________________

Telephone ______________________

Counselor ______________________

Telephone ______________________

PTA/PTO officer ______________________

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Community Educ. Dir. ______________________

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(Cut along dotted line and return to teacher.)

Child ______________________

Parent ______________________

Telephone (day) ______________________

Best time to call ______________________

Telephone (evening) ______________________

Best time to call ______________________